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ABSTRACT

Project REVIS (Research and Evaluation of Vocational Instructional Systems), completed in June, 1971, had as its objectives such goals as: to assist in the design, development, and evaluation of selected instructional systems in the areas of career orientation, communication, and computation; to identify and evaluate commercially-prepared instructional materials and equipment; to develop and evaluate supplementary instructional materials; to develop a systematic procedure for the evaluation of materials and equipment; to develop and implement a method for disseminating evaluator's findings; and to conduct pilot tests of selected instructional systems. This final report briefly summarizes the accomplishments of Project REVIS, concluding that it was a qualified success, and offers recommendations for changes if the project were to be done again. Appended are a list of Project REVIS committee members, the schedule of activities, instructional material objectives, and final reports and recommendations by teachers. (RH)

ED 064875

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SAN DIEGO COUNTY

PROJECT REVIS

Research and Evaluation of Vocational Instructional Systems

FINAL REPORT OF PHASE I

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submitted by
Superintendent of Schools
Department of Education, San Diego County
6401 Linda Vista Road, San Diego CA 92111

Fall 1971

EM 009921

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PROJECT REVIS

Phase I Report

During the 1970-71 school year, the Department of Education, San Diego County, and its Juvenile Hall schools in conjunction with the California State Department of Education participated in Project REVIS (Research and Evaluation of Vocational Instructional Systems).

Goal: The San Diego County Department of Education and court school personnel set the following objectives:

1. Assist in the design, development and evaluation of selected instructional systems in the areas of career orientation, communications (oral, written, and reading) and computation;

2. Identify and evaluate commercially-prepared instructional materials and equipment;

3. Develop and evaluate supplementary instructional materials;

4. Develop a systematic procedure for the evaluation of materials and equipment;

5. Develop and implement a method for disseminating evaluators' findings to other appropriate local educational agencies;

6. Conduct pilot tests of selected instructional systems;

7. Prepare final reports.

Duration of the Project: Phase I of the REVIS Project was from July 1, 1970, to June 30, 1971. A proposed Phase II to continue and expand the REVIS objectives was not funded. Unexpended Phase I funds were used to conclude the project from July 1, 1971, to August 31, 1971.

Plan for the Project: Mr. George Glaeser, Coordinator of Work Experience Education, Department of Education, San Diego County, was selected as Project Director. In conjunction with administrative personnel, teachers from the Juvenile Hall schools were selected from a Project REVIS committee. Mr. Glaeser and secretary assistance provided support to the team in the form of purchasing, cataloging, and distribution of materials. Teachers searched, recommended for purchase and evaluated instructional materials. This team approach provided a new model for the selection, purchase and evaluation of instructional system components.

Evaluation: The REVIS project did accomplish all of its objectives with varying degrees of success. New instructional materials were identified, purchased, catalogued, evaluated and reported upon. A list of all REVIS materials was disseminated to all teachers in the Juvenile Hall schools and all directors, principals and teachers in Continuation Education schools in San Diego County. The task of cataloging and maintaining records on hundreds of instructional materials was far greater than expected. The attempted formal evaluation of selected materials at Juvenile Hall was not successful. The brief attendance stay of students at Juvenile Hall coupled with concurrent psychological stress prevented any formal group evaluation of Guidance materials. Individualized use of communication materials found a greater degree of success. Difficulties in communication with all REVIS staff did occur because of the great distance between these schools. The concept of evaluating materials by means of formal objectives and evaluation was new to some staff members and caused confusion. Instructional material objectives will be found in appendix C. Final reports and recommendations by teachers will be

found in app. D. The amount of time required to provide project leadership to the REVIS staff members far exceeded the 10% allowed by the project budget. The assistance of Mr. Levandowski of the State Department of Education was essential to the success of the project. The leadership provided by the State was of great value in the discovery and dissemination of new instructional materials.

An overall evaluation of the project would be a qualified success. The concept of regional evaluation of new instructional materials is valid and economical. The decision not to proceed into Phase II of the project is a loss to education.

Recommendations: If the REVIS project were to be done again several variables could be changed:

1. Project director and secretary should be full time.

2. REVIS staff should be selected from one or two schools so that an intensive evaluation can be effected at the school.

3. All materials should become the property of the participating schools. REVIS staff members now are deprived of useful instructional materials that must be returned to the State Department of Education.

4. A standard evaluation form should be produced by the State Department of Education for use in all projects.

5. It is essential that the State Department of Education provide leadership in the evaluation of new instructional systems so as to provide a tax-savings to the taxpayers. Without such assistance districts must rely on an expensive, antiquated system of trial and error on the purchase of new materials.

APPENDIX A

PROJECT REVIS -

COMMITTEE MEMBERS

PROJECT REVIS COMMITTEE

Bee, Emele P.
Rancho del Campo
Box 67
Campo, CA 92006

Chance, Horace M.
Rancho del Campo
Box 67
Campo, CA 92006

Duke, Jim
Rancho del Campo
Box 67
Campo, CA 92006

Glaeser, George A.
County Dept. of Education
6401 Linda Vista Road
San Diego, CA 92111

Hodges, Jim H.
Hillcrest School
4307 Third Avenue
San Diego, CA 92103

Hufnagel, Raymond E.
Juvenile Hall
2801 Meadowlark Drive
San Diego, CA 92123

Prestipino, Leana
Juvenile Hall
2801 Meadowlark Drive
San Diego, CA 92123

Rice, Pat
Sierra Vista
9000 Cottonwood Avenue
Santee, CA 92071

Rutherford, Ronald
Rancho del Campo
Box 67
Campo, CA 92006

Shea, Gerry
Sierra Vista
9000 Cottonwood Avenue
Santee, CA 92071

Walters, Vernon
Juvenile Hall
2801 Meadowlark Drive
San Diego, CA 92123

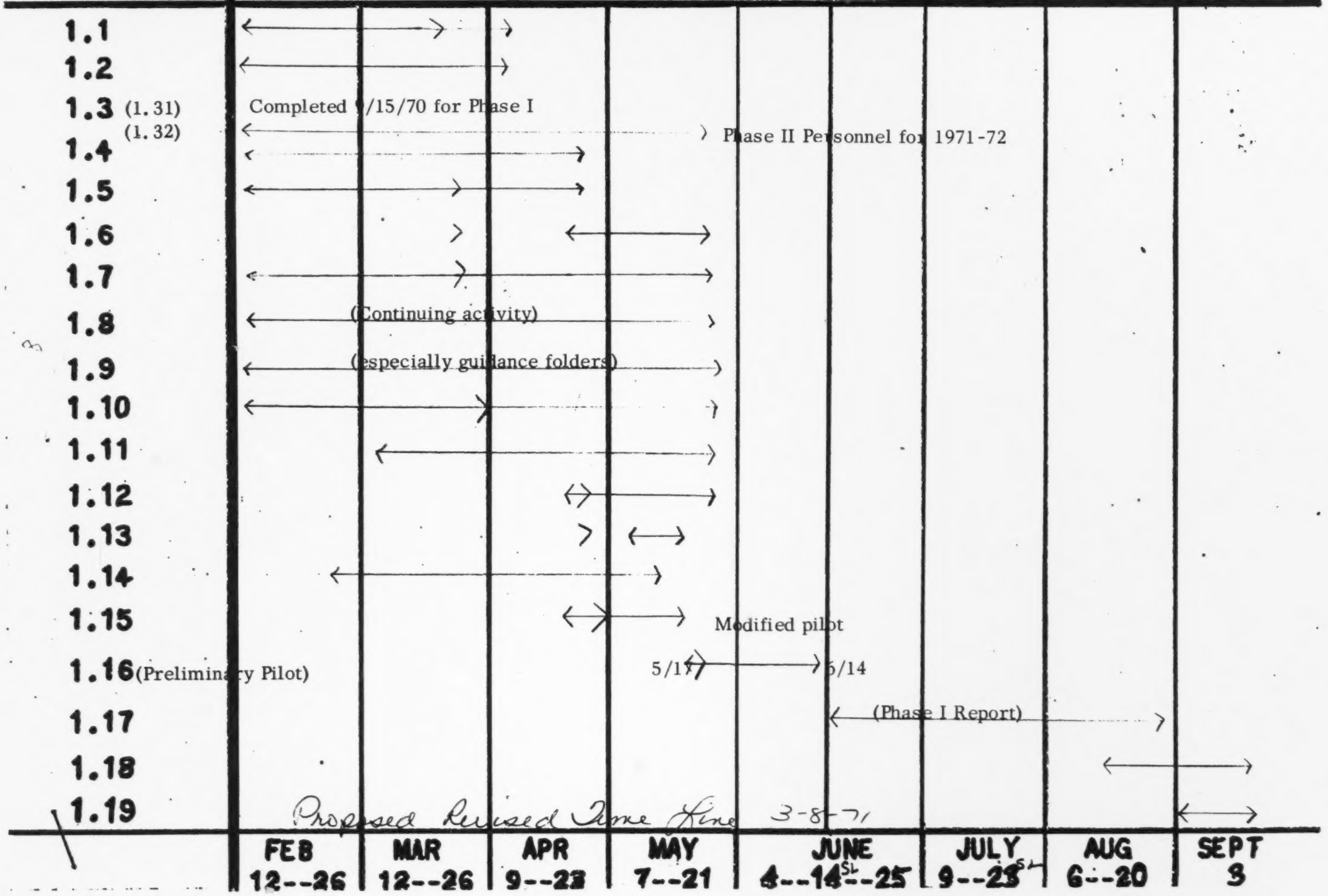
Yanke, Chester M.
Rancho del Campo
Box 67
Campo, CA 92006

APPENDIX B

PROJECT REVIS - SCHEDULE OF ACTIVITIES

SCHOOL DISTRICT **PROJECT REVIS** - SAN DIEGO PROPOSED PHASE I

SCHEDULE OF ACTIVITIES



1.1 CONDUCT ASSESSMENT OF DISTRICT'S (SCHOOL(S)) NEEDS IN RELATION TO CAREER DEVELOPMENT EDUCATION

1.2 DETERMINE TARGET POPULATION NEEDS

1.3 SELECT SYSTEMS COORDINATORS AND OTHER NEEDED PERSONNEL

1.4 SPECIFY PERFORMANCE OBJECTIVES

1.5 SELECT CONTENT

1.6 SEQUENCE LEARNING ACTIVITIES

1.7 IDENTIFY LEARNING MATERIALS, TEST, EQUIPMENT, SUPPLIES, ETC.

1.8 SURVEY DISTRICT'S RESOURCES

1.9 DEVELOP AND PREPARE NEEDED LEARNING

1.10 PURCHASE LEARNING MATERIALS, TESTS, EQUIPMENT, SUPPLIES, ETC.

1.11 PREPARE PROGRESS REPORT

1.12 PREPARE STUDENT AND TEACHER MANUALS

1.13 SELECT LEARNERS

1.14 DESIGN SYSTEMS EVALUATION INSTRUMENT

1.15 REVIEW SYSTEMS WITH PROJECT COORDINATOR

1.16 CONDUCT PILOT TEST PROGRAMS

1.17 PREPARE FINAL REPORT

1.18 CONDUCT BUDGET AUDIT

1.19 RETURN MATERIALS AND EQUIPMENT TO SACRAMENTO

APPENDIX C

PROJECT REVIS -

OBJECTIVES OF MRS. LEANA PRESTIPINO

(COMMUNICATIONS)

Mrs. Leana Prestipino
Juvenile Hall School
March 23, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level GIRLS
The student will demonstrate his ability in basic listening skills of: 1. tracking 2. focusing 3. discriminating 4. recalling 5. attending 6. following directions and cognitive listening skills of: 1. identifying main topics 2. identifying details 3. notetaking 4. summarizing 5. differentiating between fact and opinion 6. identify cause & effect relationships	20 tapes Basic Listening 1. tracking 2. focusing 3. discriminating 4. recalling 5. attending 6. following directions Cognitive Listening 1. topics, main ideas, details 2. note and summarizing 3. fact and opinion 4. cause and effect	Listening Progress Lab, Series 7, 8, 9 Educational Progress Corp. 220 University Avenue Palo Alto CA 94304 Mr. Robert Poor, vendor	Pre-test and post-test included in package. 1. diagnose each student's weaknesses in listening skills. 2. Help each student prepare a plan of his own listening program based on his needs as revealed in the diagnosis. 3. Evaluate by administering the post-test.	15 hours in 3-week period per student; 1 hour per day.	8th and 9th grades with wide range of skills and abilities.

Mrs. Leana Prestipino
Juvenile Hall School
March 23, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
The student will demonstrate his understanding of basic spelling concepts. 1. Given orally a list of spelling words with regular short vowel spellings, the student will write and spell them correctly. 2. Given a list of consonants, the student will write at least two words which begin with each of the consonant sounds, spelling them correctly. 3. Given orally a list of spelling words containing the long vowel sound, the student will demonstrate his ability by writing them correctly. 4. Given orally a list of spelling words containing the vowel digraphs of: (next page)	160 tapes 1. Orientation; diagnosis; and improving spelling skills. 2. Short vowels and consonants. 3. Long vowels; and vowel digraphs. 4. Other vowels; and other spelling topics. 5. Word endings. 6. Prefixes, plurals, possessives. 7. Special spelling topics. 8. Homonyms and commonly misspelled words.	Spelling Progress Lab, Spelltapes Educational Progress Corp 220 University Avenue Palo Alto CA 94304 Mr. Robert Poor, vendor	Technique: 1. Diagnose and identify each student's problem areas in spelling. 2. Design a program of remedial spelling practice. 3. Evaluate by using a standardized word list from Follett Publishing Company, Spelling and Writing Patterns, Book F.	15 hours per student over 3-week period.	8th and 9th grades

Mrs. Leana Prestipino
Juvenile Hall School
March 23, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
a: spelled ai, ay, and a-consonant-e e: spelled ee, ea, y, and ey i: spelled i-consonant-e, i, ie, igh, and y o: spelled oa, o-consonant-e, and ow u: spelled u-consonant-e ue, u, and eau, the student will spell the words correctly and underline the vowel digraphs.					
5. The student will write and spell correctly words given orally which contain: vowels with "r": ar, or, er; hurt, girl, work, clerk, care, air, wear, there, here, nearby the aw sound the ou sound the oi sound the oo sound the o͝o sound the o͞o sound					

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SPELLING

Mrs. Leana Prestipino
Juvenile Hall School
March 23, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
6. Given orally words where the final consonant is doubled and where the final e is dropped before adding certain word endings, the student will write them correctly. 7. Given orally a list of root words with certain prefixes and endings, plurals, irregular plurals, and plural possessives, the student will write and spell them correctly. 8. Given orally a list of compound words, contractions, and words with silent letters (edge, column), the student will correctly write them. 9. Given orally a list of homonyms, commonly misspelled words, difficult consonant spellings, the student will write them correctly.					

Mrs. Leana Prestipino
Juvenile Hall School
March 23, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
Given a series of pictures, the student will respond orally with the appropriate descriptive phrase. Given a series of definitions, the student will write the correct word.	Series of 12 booklets containing descriptive words centered around a theme or topic such as: nature the human face household belongings clothing sounds (nature, animal, music) human traits animals athletes designs foods occasions performances Worksheets	Picto-Cabulary Series Barnell-Loft, Ltd. 111 South Centre Ave. Rockville Centre NY 11571	Pre- and post-tests contained in package.	15 hours in a 3-week period per student; 1 hour per day	8th and 9th grades

VOCABULARY

Mrs. Leana Prestipino
Juvenile Hall School
March 23, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
The student will demonstrate a gain in reading skill and comprehension. The student will demonstrate inference skills by being able to recognize, state and analyze problems, causes and solutions.	Series of ten booklets dealing with certain problems realistically. Some of the problems or items are: conditions of poverty & wealth; thoughts & feelings of youth and old age; differences in customs and ways of life; acceptance of civic responsibility; acceptance of family responsibility; differences in creed, race, nationality; value and dignity of humans; fallacy of prejudice; acceptance of responsibility for one's personal actions; (next page)	The Way It Is Xerox Corporation 600 Madison Avenue New York NY 10022 Titles: Day Comes After Night O. D. Make Your Move No Way to Go Rumble Tonight Breaking Out Catch the World Keep the Cool Waiting for the Man Face It, Baby	C. A. T. Student will write without specific limitations how he feels about himself. This will be repeated for evaluation and measurement will be made by comparing number of words and counting negative and positive adjectives. Teacher evaluation of Learner's Log included in package.	15 hours in a 3-week period; 1 hour a day per student.	8th and 9th grades

Mrs. Leana Prestipino
Juvenile Hall School
March 23, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
	*problems of vocational choices; importance of leisure time; *dignity of work; etc. etc. ad infinitum				

READING

Mrs. Leana Prestipino
Juvenile Hall School
March 23, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
The student will read at a higher concept level than he read previously. Given a series of definitions corresponding to certain words, the student will correctly identify the word being defined. Given a list of sentences containing words with semantic variations, the student will identify correctly the meanings of the words as they are used in context	Power Builders: 1. Reading selection and two sets of exercises. A. How well did you read. B. Learn about words. Rate Builder: 1. Short reading selection and comprehension check.	SRA Reading Laboratory III B	Diagnostic Reading Test Form A Science Research Associates Inc. Diagnostic Reading Test Form B Science Research Associates, Inc.	15 hours	8th and 9th grades

READING

Mrs. Leana Prestipino
Juvenile Hall School
March 23, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
1. Given a list of sentences, the student will identify the proper pronouns. 2. Given a list of sentences, the student will demonstrate his understanding of certain verb agreement fundamentals. 3. Given a list of sentences, the student will demonstrate his understanding of adjectives and adverbs by correctly underlining them. 4. Given a list of sentences, the student will correctly identify sentence fragments, phrases, and certain modifiers. 5. Given a list of sentences, the (next page)	Part A: Grammar and Usage Part B: Sentence structure and style Part C: Punctuation Part D: Mechanics of language	Individualized English Set H Hook and Evans, Follett Publishing Co., Chicago Individualized English Set J Follett Publishing Co. GRAMMAR	Pre and post test contained in package. 1. Diagnose students weaknesses. 2. Design a program for the student based upon principles he has not mastered. 3. Evaluate by using the mastery test.	15 hours	8th and 9th grades

Mrs. Leana Prestipino
Juvenile Hall School
March 23, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
student will identify those with correct punctuation. 6. The student will demonstrate his understanding of the English language by identifying correct sentences.					

GRAMMAR

Mrs. Leana Prestipino
Juvenile Hall School
May 10, 1971

INDIVIDUALIZING ENGLISH, SETS H & J

Student's Manual

These assignments will help you with your individual problems in writing and speaking English. The only material that will be assigned to you is that which you have not already mastered.

1. Take the diagnostic test and correct it with the teacher.

2. Get one or two of the cards that are specified on your Student's Profile and Record Chart Folder.

3. Follow directions given on the card sleeve. If there are any questions, see the teacher.

4. Place your scores on your Record Chart Folder.

5. When you feel you are ready, ask the teacher for the mastery test.

Mrs. Leana Prestipino
Juvenile Hall School
May 10, 1971

INDIVIDUALIZING ENGLISH, SETS H & J

Teacher's Manual

Individualized English gives the student instruction that will help him overcome his individual weaknesses in the use of the English language. The teacher will:

1. Administer the diagnostic test to determine which exercise cards to assign the student.

2. Fill in the Student's Profile and Record Chart Folder and assign objectives.

3. Explain the use of the program and procedures.

4. Give individual help where needed and confer with students.

5. Administer the Mastery Test.

Materials:

Programmed Exercise Cards (6 boxes of 88 cards each)
Diagnostic Test
Mastery Test
Card Sleeve
Student's Profile and Record Chart Folder
Student's Answer Form

Mrs. Leana Prestipino
Juvenile Hall School
May 10, 1971

LISTENING PROGRESS LABORATORY

Student's Manual

This program will help you "tune in" to a world of sounds. By being a better listener, you can become a better reader. Here's how:

1. Take the pre-tests to find out where you need to improve.

2. Fill in your Listening Lab Record with your teacher's help.

3. Learn how to work the cassette, the listening post, and the earphones.

4. Check the number of each tape on your Record Chart after listening to it.

5. When you are finished listening to the tapes, take the post-test and see how much you've improved.

6. You may use the Listening Lab any time you wish.

Mrs. Leana Prestipino
Juvenile Hall School
May 10, 1971

LISTENING PROGRESS LABORATORY

Teacher's Manual

The Listening Progress Lab, Series 789, is a multi-level, multi-skill program consisting of 38 taped lessons on cassette reels. Each lesson is designed to emphasize student performance skills of a) practice in listening; b) responding to questions; and c) evaluating (checking correctness of responses).

Basically, the teacher should:

1. Administer the pre-test of Basic Learning.
2. Score the pre-test of Basic Learning in conference with the pupil.
3. Administer the pre-test of Cognitive Listening.
4. Score the pre-test of Cognitive Listening in conference with the pupil.
5. Help each student prepare a plan of his own listening program based on his needs as revealed by the pre-tests and teacher observation.
6. Instruct the pupil in the operation of the cassette, the listening post and the headphones.
7. Have each pupil listen to those tapes which improve skills in which he has deficiencies.
8. Give students help as needed, individually or in groups.
9. Administer the post-test.
10. Score the post-test in conference with the pupil.
11. Compare each pupil's response on the post-test with the response on the pre-test and estimate the pupil's improvement in the separate listening skills.

Materials:

Cassette player
Listening post
Headphones
Radio or record player or a musical tape for the pre-test of Basic Listening.
Reproduced copies of Student's Listening Lab Record Chart.

Mrs. Leana Prestipino
Juvenile Hall School
May 10, 1971

PICTO-CABULARY SERIES
Student's Manual

These booklets will improve your word power by helping you learn picture words or descriptive words. These are the steps to follow:

1. Take the pre-test to find out how many words you know.

2. Fill in your worksheet. Do not write in the booklet.

3. Read Study Steps to Take. See the teacher if there is a question about this.

4. After you have completed the booklet, you and the teacher will correct your work. This is the time to get more help.

5. Take the Final Booklet Test.

Mrs. Leana Prestipino
Juvenile Hall School
May 10, 1971

PICTO-CABULARY SERIES

Teacher's Manual

This series of twelve booklets is designed to enlarge the student's vocabulary of 300 descriptive words by using pictures to convey word meanings. The procedures are as follows:

1. Determine the number of words the student knows by using the Final Booklet Test.

2. Distribute one booklet and one worksheet to each student.

3. Read and discuss To the Reader and Study Steps to Take. Students may proceed individually.

4. Work with individuals as needed.

5. Demonstrate the follow-up activities so student will know what to do when he completes his own booklet. Two pupils may work together on this when they complete the same booklet.

6. Use the Unit Answer Key to score responses or have the student score his own work with you. Review those responses that are incorrect.

Mrs. Leana Prestipino
Juvenile Hall School
May 10, 1971

SPELLING PROGRESS LABORATORY

Student's Manual

Did you know that writing is talking on paper? Would you like to improve yours? These tapes will give you the right tools to help you talk better on paper. You will need to:

1. Take the diagnostic tests to find out what your problem areas are.

2. Check your program sheet to find out which tapes you need to listen to.

3. Learn how to work the cassette, the listening post and the earphones.

4. Ask the teacher for materials needed when you are ready to listen to the tape.

5. Keep all your papers in your folder.

6. When you feel your know the words in the lesson, ask the teacher to give you a test on them.

Mrs. Leana Prestipino
Juvenile Hall School
May 10, 1971

SPELLING PROGRESS LABORATORY

Teacher's Manual

Spelltapes is an audio program that is tri-sensory, giving the students remedial practice with auditory, visual and kinesthetic skills. It contains orientation tapes, diagnostic testing materials to identify the student's spelling problems, and 160 lessons, each approximately 15 minutes in length. It is an individualized, non-graded program designed to help students attain specific performance skills.

Basically, the teacher will:

1. Administer the diagnostic materials.

2. Determine each student's specific problems.

3. Chart a program of remediation for each student (see attached charts).

4. Instruct the students in the operation and care of the cassette, listening post and headphones.

5. Give students help individually or in small groups or spot-check by giving tests.

6. Recheck problem areas with the same tests used earlier.

Materials:

Cassette player
Listening post
Headphones
Reproduced copies of special practice sheets contained in the teacher's guide.

DIAGNOSTIC SHEET FOR DIAGNOSTIC TEST 1-2-2

Name _____ Grade _____

Word	Initial Consonants	Final Consonants	Initial Blends	Final Blends	Short Vowels	Long Vowels	Other Vowels	Reversals
1. post	p	t		st		o		
2. trunk	t	k	tr	nk	u			
3. mend	m	d		nd	e			
4. tooth	t						oo	
5. stab	s	b	st		a			
6. fume	f	m				u-e		
7. church	ch	ch					ur	
8. dawn	d	n					aw	
9. smock	s	ck	sm		o			
10. splint	s	t	spl	nt	i			
11. drape	dr	p	dr			a-e		
12. pray	p		pr			ay		
13. cook	c	k					oo	
14. whine	wh	n				i-e		
15. slept	s	t	sl	pt	e			
16. scarf	sc	f	sc				ar	
17. soy	s						oy	
18. job	j	b			o			
19. prowl	p	l	pr				ow	
20. wheel	wh	l				ee		
Totals	20	17	9	5	7	6	7	
Errors								

REMEDIAL PROGRAM SHEET FOR DIAGNOSTIC TESTS 1-2-2 THROUGH 1-5-2

Name _____ Grade _____

Test	Problem Area	Weak	OK	What to Do About It	Recheck OK
1-2-2	1. Consonants			Give Tests 1-3-2 and 1-4-1.	
	2. Blends			Give Tests 1-3-2 and 1-4-1.	
	3. Vowels			Give Tests 1-3-2 and 1-5-1.	
	4. Reversals			Give Tests 1-3-2, Part 3.	
1-3-1	1. Writing Fluency			Provide Practice.	
	2. Letter Formation			Provide Practice.	
	3. Vowel Substitution			Give Tests 1-3-2, Part 1; 1-5-1 & 1-5-2.	
	4. Consonant Substitution			Give Tests 1-3-1, Part 1; 1-4-1 & 1-4-2.	
	5. Reversals			Give Test 1-3-2, Part 3.	
	6. Unexplainable			Give Tests 1-3-2, Parts 1, 2, 3; 1-4-1 through 1-5-2.	
1-3-2					
Part 1	1. Auditory Discrimination			Use Suggestions from Lesson Notes (p. 60)	
Part 2	2. Auditory Memory			Use Suggestions from Lesson Notes (p. 61)	
Part 3	3. Visual Memory			Use Suggestions from Lesson Notes (p. 63)	
1-4-1	1. Initial Consonants			Use Suggestions from Lesson Notes (p. 65)	
	2. Final Consonants			Use Suggestions from Lesson Notes (p. 65)	
	3. Initial Digraphs			Use Suggestions from Lesson Notes (p. 65)	
	4. Final Digraphs			Use Suggestions from Lesson Notes (p. 65)	

Test	Problem Area	Weak	OK	What to Do About It	Recheck OK
1-4-2	1. Initial Blends			Use Suggestions from Lesson Notes (p. 67).	
	2. Final Blends			Use Suggestions from Lesson Notes (p. 67).	
1-5-1	1. Short Vowels			Use Suggestions from Lesson Notes (p. 69)	
	2. Long Vowels			Use Suggestions from Lesson Notes (p. 69)	
1-5-2	1. Vowel Digraphs			Use Suggestions from Lesson Notes (p. 71)	
	2. Other Vowels			Use Suggestions from Lesson Notes (p. 71)	

Help this student's next teacher - pass this sheet along to her.

Test	Problem Area	Weak	OK	What to Do About It	Recheck OK
1-4-2	1. Initial Blends			Use Suggestions from Lesson Notes (p. 67).	
	2. Final Blends			Use Suggestions from Lesson Notes (p. 67).	
1-5-1	1. Short Vowels			Use Suggestions from Lesson Notes (p. 69)	
	2. Long Vowels			Use Suggestions from Lesson Notes (p. 69)	
1-5-2	1. Vowel Digraphs			Use Suggestions from Lesson Notes (p. 71)	
	2. Other Vowels			Use Suggestions from Lesson Notes (p. 71)	

Help this student's next teacher - pass this sheet along to her.

Mrs. Leana Prestipino
Juvenile Hall School
May 10, 1971

THE WAY IT IS

Student's Manual

The Way It Is is about people - like you, like me. They are people who have problems and questions and hopes and dreams. Many are young people learning about life. They are also learning about themselves - who they are and where they are going. If you decide you'd like to go on after listening to the first story:

1. Get a Learner's Log from the teacher. It will help you enjoy the stories much more. This is your book and the teacher will read it and correct it only when she is invited to. If you wish, you may listen to ten of the stories on records.

2. Write anything you like about yourself.

Mrs. Leana Prestipino
Juvenile Hall School
May 10, 1971

THE WAY IT IS

Teacher's Manual

This reading program contains ten booklets that are highly motivational, yet easy to read. Each booklet is approximately 64 pages long, 4 1/4" x 7", and contains stories which deal with problems facing young people today. There are 5 12-inch records that accompany some stories. The teacher may:

1. Have the student write without specific limitations how he feels about himself.

2. Introduce the program by having the entire class participate in reading and listening at the same time to one of the stories.

3. Explain the Learner's Log and stress that entries are to be made only on the basis of the student's thoughts and feelings. No corrections are to be made except at the student's request.

4. Discuss with the student any questions he may have.

5. Instruct on the use of the record player or tape recorder and headphone equipment.

6. Have the student write about himself and count the number of words and the number of positive and negative adjectives. Compare with the first writing.

APPENDIX C

PROJECT REVIS -

OBJECTIVES OF MRS. PAT RICE

(COMMUNICATIONS)

PROJECT REVIS

SAN DIEGO COUNTY

Mrs. Pat Rice
Sierra Vista High School
May 10, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Leve
General objectives: 1, 4 5, 6 Specific objectives: 1, 11, 12, 13, 15	C-2.1 - C-2.14, C-2.15, C-3.1, C-3.2, C-3.5, C-3.7, C-3.8, C-3.9, C-4.11, C-4.16, C-4.21, C-4.22, C-4.24, C-4.25, C-4.26, C-5.4, C-5.5, C-5.151, C-5.152, C-5.153, C-5.154, C-5.158, C-5.1510, C-5.1512, C-5.1513, C-5.17	Acoustifone Reading Improvement Unit 6 E Series Acoustifone Corp. Chatsworth CA Student answer sheets Student booklets 10 filmstrips 5 cassette packs Teacher's guide Filmstrip projector, screen, cassette tape recorder, earphones needed.	Questions at end of each filmstrip which are self-correcting. Pre- and post-tests: Wide Range Achievement Test, California Achievement Test Pre- and post-attitude survey	10 - 30 hours with minimum of 1 hour for each session	Grades 8, 9, 10 All girls Ungraded class

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
General objectives: 1, 4 5, 6 Specific objectives: 1, 11, 12, 13, 14	C-3.2, C-3.9, C-5.14, C-5.151 - C-5.155, C-5.158, C-5.159, C-4.1513, C-5.4, C-5.17	Happenings by Mary Sullivan Field Educational Publications, Inc. 609 Mission Street San Francisco CA 94105 Teacher's guide Rattrap Joker's Wild Pancho Villa Rebels Chili Peppers	Pre- and post-test of vocabulary Pre- and post-test of reading - California Achievement Test, Junior High level Pre- and post-attitude survey	20 hours, depending on speed and interest of the student. (3-5 hours per book)	Grades 8, 9, 10 All girls Ungraded class

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
Upon finishing this kit, the student will show a measurable increase in shorthand skills as measured by the teacher. General objectives: 2, 3 Specific objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9	C-5.121 - 5.126, C-5.13 C-5.143 C-2.11 C-3.1 C-3.2 C-3.6	<u>Sound Way to Easy Reading Kit</u> Bremner-Davis Phonics Dept. D-2 Wilmette, Ill. 60091 4 records 2 booklets 7 drill cards Record player, earphones needed	Huls Phonics Test for pre- and post-test Wide Range Achievement Tests for spelling and reading - pre- and post-test Pre- and post-evaluations by shorthand teacher	15 - 40 hours depending on speed with which student masters the material. (Half an hour twice a day per student)	Grades 8, 9, 10 All girls Ungraded class

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
General objectives: 1, 2 Specific objectives: 1, 2, 3,- 10, 16, 17	C-2.0 Written Skills C-2.1 - C-2.15, C-2.2 - C-2.24, C-2.3 - C-2.36, C-3.0 Vocabulary Skills C-3.1 - C-3.10	<u>Troubleshooter - A Basic Program in English Skills</u> Houghton Mifflin Co. 777 California Ave. Palo Alto CA 94304 7 books & worksheets for each book 1. Spelling Skill 2. Spelling Action 3. Word Attack 4. Word Mastery 5. Sentence Strength 6. Punctuation Power 7. English Mastery	Wide Range Achievement Test for pre- and post-tests California Achievement Test for language, junior high level. Test W for pre-test, Test X for post-test. Pre-test and review tests in each of the 7 workbooks.	7 - 40 hours, depending on the student's ability and interest.	Grades 8, 9, 10 Ungraded class All girls

ACOUSTIFONE SERIES E-6

Student's Manual

1. Take the California Achievement Reading Test.

2. Take the Wide Range Achievement Test.

3. Honestly take the Attitude Survey.

4. Find out from your teacher how to work the tape recorder. Ask for help if you have trouble with this machine.

5. Find out from your teacher how to work the filmstrip projector. Ask for help if you have trouble with this machine.

6. Get the answer sheet and the essay you will need for Lesson 1.

7. Do Lesson 1 just the way your teacher and the voice on the tape recorder tells you. Be sure to ask for help if you get confused.

8. Read the essay while the voice reads it out loud.

9. Go on and do Lessons 2 through 10 the same way.

10. Take the last California Achievement Test.

11. Take the last Wide Range Achievement Test.

12. Honestly answer the Attitude Survey questions.

HAPPENINGS

Student's Manual

1. Carefully take the Reading Test your teacher will give you.

2. Carefully answer the Vocabulary Test your teacher will give you.

3. Honestly fill out the Attitude Survey your teacher will give you.

4. Look at the pictures in the book your teacher will give you.

5. Read the book and answer the questions in the back of the book.

6. Have your teacher check your answers.

7. Read each of the other three books your teacher will give you and answer the questions in them.

8. Take the final Reading Test.

9. Take the final Vocabulary Test.

10. Take honestly the Attitude Survey.

HAPPENINGS

Teacher's Manual

Happenings consists of a set of four books, each of which is a separate and complete story. The level of reading difficulty is between fourth and fifth grade level. These stories are designed to appeal to high school level students because of the pictures at the beginning of each book, the band in each story, the urban setting, the involvement of minority group characters. Questions for each chapter are included in every book.

1. Administer the pre-test (California Achievement Reading Test). Also administer the vocabulary test.

2. Administer the attitude survey.

3. Give the student whichever of the four books you wish.

4. Look at the pictures together and have the student tell you about at least three pictures.

5. Explain to the student how to answer the questions at the end of the chapter.

6. Discuss the new vocabulary words for each chapter with the student. (See Teacher's Guide for vocabulary.)

7. Correct the student's answers by using the Teacher's Guide.

8. Have student follow this procedure for the other three books.

9. Administer the post-test - California Achievement Reading Test.

10. Administer vocabulary test.

11. Administer the attitude survey.

SOUND WAY TO EASY READING

Student's Manual

1. Do your best on the Phonics Test, the WRAT Reading and Spelling Tests and on the Gray Oral Reading Test.

2. Listen to the first record and memorize the sounds and words on your first two drill cards.

3. When you can pass a test on the sounds and words with a 100%, you may go on to Record 2, Side 1, and the Blue Card.

4. When you can pass the Scrambled Vowel Game, go on to Record 2, Side 2.

5. You must be able to write and to use the Spelling Rules with a score of 100%.

6. Go on to Record 3, Side 1. You must get 100% on White Card 6 before you can go to Record 4.

7. Finish Record 4 and practice unlocking new words.

8. Take the final tests that your teacher will give you.

SOUND WAY TO EASY READING

Teacher's Manual

The Sound Way to Easy Reading consists of four records, a Parent's Guide, a booklet called "How To Read With Phonics" and seven drill cards. Phonics skill is a factor that too many poor readers need help with and this kit is vastly different from the usual treatment.

Note: A vision and hearing check by the nurse or the teacher may be appropriate before beginning to use this material. Be sure to follow up on the results if they indicate a serious measurable deficiency.

Step 1: Administer the phonics pre-test and the WRAT.

Step 2: Determine business teacher's assessment of this student's stenographic skills.

Step 3: Introduce student to yellow drill cards and Record 1, Sides 1 & 2.

Step 4: Test student on two yellow drill cards (only 100% accuracy on both words and spelling is acceptable). Thirty-minute drill periods are best.

Step 5; Continue work with student through Records 2 and 3, using appropriate pages in the How To Read With Phonics book. Don't go too fast! The student must be able to write and to use every spelling rule on the pink #4 card with 100% accuracy.

Step 6: Be certain student knows the spelling and meaning of every word in the booklet lists.

Step 7: Administer frequent impromptu "tests" to reinforce.

Step 8: Administer the phonics post-test and the WRAT.

Step 9: If this program has lasted for about a month, ask the business teacher to test and see if she can determine a greater measurable difference in this student's progress than others in her class who have not used this kit.

TROUBLESHOOTER

Student's Manual

1. Take the Language Test carefully.

2. Take the WRAT spelling test carefully.

3. Take Pre-test 1, Book 1, of spelling.

4. Check your answers with your teacher's help.

5. Your teacher will tell you which pages and tests to do in Book 1.

6. Check your answers with your teacher's help.

7. Your teacher will help you in the same way with each book. Follow these directions for each book.

8. Expect two tests on your spelling and grammar when you finish Book 7 of this set.

TROUBLESHOOTER

Teacher's Manual

Troubleshooter is a set of four workbooks designed to teach or review basic English skills. Basically, it is self-teaching and correcting. Books 1 and 2 are stressing spelling skills. Books 3 and 4 are stressing vocabulary development and dictionary usage. Books 5 and 7 and concerned with grammar, sentences and punctuation.

Each section of these workbooks is accompanied by a set of worksheets. It is ungraded but designed to meet the needs of students who require remedial work in English at a junior high level and above.

1. Administer and/or determine the results of the Wide Range Achievement Spelling Test, and the California Achievement Language Test.

2. Give the student Pre-test 1 of Book 1.

3. Help student correct his pre-test. If there are less than three errors, the student may proceed to Pre-test 2 and soon throughout each book in turn.

4. If the student scores more than three errors on a given Pre-test, he should do both that section and its Review Test. The worksheet may also be assigned for the section.

5. When the student finishes both Book 7 and the appropriate worksheets, you should administer Post-tests of the Wide Range Achievement Spelling Test and the California Achievement Language Test.

6. Note any changes in score.

APPENDIX A

General Objectives

1. Student will show a measurable gain on the California Achievement Reading Test of vocabulary and reading comprehension skills.

2. Student will show a measurable gain on the Huls Phonics Test.

3. Student will show a measurable gain on the Wide Range Achievement Test of reading and spelling skills.

4. Student will be exposed to correct spoken and written standard English.

5. Student will show a measurably more positive attitude toward himself as measured by a survey.

6. Student will show a measurably more positive attitude toward reading as measured by a survey.

Specific Objectives

1. The student's ability in the skill areas of vocabulary, spelling, phonics, and reading will be measured before beginning the program by use of appropriate tests.

2. The student will, with 100% accuracy, name, recognize and produce every letter of the alphabet.

3. The student will name, recognize and produce the symbols and sounds for each and every consonant, with 100% accuracy, both alone and in words, at her individual instructional level at the end of the program.

4. The student will name, recognize and produce the symbols and sounds for each blend, with 100% accuracy, both alone and in words, at her individual instructional level at the end of the program.

5. The student will name, recognize and produce the symbols and sounds for each diagraph, with 100% accuracy, both alone and in words, at her individual instructional level by the end of the program.

6. The student will name, recognize and produce the symbols and sounds for each short vowel, with 100% accuracy, both alone and in words, at her individual instructional level at the end of the program.

7. The student will name, recognize and produce the symbols and sounds for each long vowel, with 100% accuracy, both alone and in words, at her individual instructional level by the end of the program.

8. The student will name, recognize and produce the symbols and sounds for each dipthong, with 100% accuracy, both alone and in words, at her individual instructional level by the end of the program.

9. The student will demonstrate the ability to pronounce unfamiliar words, at her individual instructional level, by using phonetic skills with 90% accuracy, at the end of the program.

10. The student will demonstrate her knowledge of basic spelling rules and list rules by using said rules with 90% accuracy when asked to spell single words and words in sentences, at her individual instructional level, at the end of the program.

    10.1 doubling final consonants
    10.2 dropping final e
    10.3 silent letters
    10.4 plurals, irregular plurals, plural possessives
    10.5 contractions, possessives
    10.6 compound words, suffixes such as "ful," "ment," etc.
    10.7 homonyms
    10.8 frequently misspelled words

11. The student will be able, at the end of the program, to read a chapter at her individual instructional level and to name the main characters involved with 90% accuracy.

12. The student will be able, at the end of the program, to read a chapter at her individual instructional level and to name the main idea of and the three most important details about the events of the chapter with 90% accuracy.

13. The student will be able, at the end of the program, to read a chapter at her individual instructional level and to state why, with 90% accuracy, the characters in the story did, felt and reacted as they did.

14. The student, upon completion of the program, will be able to define with 90% accuracy, the 15 words selected from the vocabulary list of the Happenings material (sample included in Appendix D).

15. The student, upon completion of the program, will be able to define with 90% accuracy the 15 words selected from the vocabulary list of the Acoustifone E Series #6 material (sample included in Appendix D).

16. The student, upon completion of the Troubleshooter Program's Books 3 and 4, will be able to define with 90% accuracy the 15 words selected from the vocabulary lists of the material (sample included in Appendix D).

17. The student, upon completion of the Troubleshooter Program's Books 5 and 6, will be able to pass a test with 90% accuracy on grammar, punctuation and recognizing correct sentences (sample included in Appendix D).

Mrs. Pat Rice
Sierra Vista High School
May 10, 1971

COMMUNICATIONS
Appendix B

C-1 Oral Skills
- C-1.1 Speaking
- C-1.2 Reading
- C-1.3 Acting and Roleplaying

C-2 Written Skills
- C-2.1 Spelling
  - C-2.11 Spelling Rules
  - C-2.12 Plurals
  - C-2.13 Possessives
  - C-2.14 Homonyms
  - C-2.15 Frequently Misspelled Words
- C-2.2 Grammar
  - C-2.21 Punctuation
  - C-2.22 Word Choice
  - C-2.23 Parts of Speech
  - C-2.24 Sentence Structure
- C-2.3 Composition
  - C-2.31 Write Sentences
  - C-2.32 Answer Questions
  - C-2.33 Write Ideas in Unstructured Form
  - C-2.34 Write Paragraphs
  - C-2.35 Write Themes, Essays, Poetry, Drama, Songs, Stories, Journals, etc.
  - C-2.36 Fill in Forms, Reports, Applications

C-3 Vocabulary Skills
- C-3.1 Oral-Aural
- C-3.2 Reading-Writing
- C-3.3 Synonyms
- C-3.4 Antonyms
- C-3.5 Homonyms
- C-3.6 Root Word and Word Families
- C-3.7 Figurative Language
- C-3.8 Categorizing Words and Terms
- C-3.9 Context Clues
- C-3.10 Dictionary Usage

C-4 Listening Skills
- C-4.1 Basic or General Listening Skills
  - C-4.11 Tracking
  - C-4.12 Focusing
  - C-4.13 Discriminating

C-4.14 Recalling
C-4.15 Attending
C-4.16 Following Directions

C-4.2 Cognitive or Listening for Information Skill
C-4.21 Identifying Main Topics
C-4.22 Identifying Details
C-4.23 Notetaking
C-4.24 Summarizing
C-4.25 Differentiating Between Fact and Opinion
C-4.26 Identifying Cause and Effect Relationships

C-5 Reading Skills
C-5.1 Basic Skills (See Appendix C)
C-5.2 Remedial
C-5.3 Developmental
C-5.4 Speed
C-5.5 Reading in Content Fields
C-5.6 Study Skills

- C-5.1 Basic Reading Skills
  - C-5.11 Alphabet
  - C-5.12 Phonics Skills
    - C-5.121 Consonants
    - C-5.122 Blends
    - C-5.123 Diagraphs
    - C-5.124 Short Vowels
    - C-5.125 Long Vowels
    - C-5.126 Dipthongs
  - C-5.13 Word Recognition
    - C-5.131 Dolch Word Lists
    - C-5.132 Lorge-Thorndike Word Lists
    - C-5.133 Dale Word List
  - C-5.14 Word Analysis
    - C-5.141 Context Clues
    - C-5.142 Picture Clues
    - C-5.143 Phonics Clues
    - C-5.144 Structural Clues
      - C-5.1441 Prefixes
      - C-5.1442 Root Words - Known Words
      - C-5.1443 Suffixes
    - C-5.145 Syllabification Rules
    - C-5.146 Accent Rules
    - C-5.147 Dictionary Usage
  - C-5.15 Comprehension Skills
    - C-5.151 Meanings of Words
    - C-5.152 Meanings of Phrases
    - C-5.153 Meanings of Sentences
    - C-5.154 Finding Main Idea
    - C-5.155 Noting and Recalling Details
    - C-5.156 Organizing Ideas
      - C-5.1561 Classifying
      - C-5.1562 Sequencing
      - C-5.1563 Order of Importance
    - C-5.157 Following Directions
    - C-5.158 Reading for Specific Information
    - C-5.159 Reading for Enjoyment
    - C-5.1510 Remember and Use Ideas
    - C-5.1511 Generalizing
    - C-5.1512 Critical Reading
    - C-5.1513 Drawing Conclusions
    - C-5.1514 Inferences
    - C-5.1515 Evaluating Author's Purpose and Technique
    - C-5.1516 Reading Graphs, Charts, etc.

C-5.16 Study Skills
C-5.17 Silent Reading Skills
C-5.18 Oral Reading Skills

APPENDIX D

Vocabulary Test - Acoustifone

Define each of these words:

1. approach
2. baggage
3. chemist
4. continent
5. elastic
6. humid
7. native
8. patriot
9. pirate
10. realize
11. savage
12. spoils
13. tilt
14. timid
15. vary

APPENDIX D

Vocabulary Test - Happenings

Give a definition for each of these words:

1. credit
2. practice
3. snatched
4. guitar
5. spaghetti
6. blond
7. introduced
8. swayed
9. patio
10. night gown
11. bandstand
12. council
13. delegate
14. estate
15. harmonica

INVENTORY OF READING ATTITUDE

Yes	No	1.	Do you like to read before you go to bed?
Yes	No	2.	Do you think that you are a poor reader?
Yes	No	3.	Are you interested in what other people read?
Yes	No	4.	Do you like to read when your mother and father are reading?
Yes	No	5.	Is reading your favorite subject at school?
Yes	No	6.	If you could do anything you wanted to do, would reading be one of the things you would choose to do?
Yes	No	7.	Do you think that you are a good reader for your age?
Yes	No	8.	Do you like to read catalogues?
Yes	No	9.	Do you think that most things are more fun than reading?
Yes	No	10.	Do you like to read aloud for other children at school?
Yes	No	11.	Do you think reading recipes is fun?
Yes	No	12.	Do you like to tell stories?
Yes	No	13.	Do you like to read the newspaper?
Yes	No	14.	Do you like to read all kinds of books at school?
Yes	No	15.	Do you like to answer questions about things you have read?
Yes	No	16.	Do you think it is a waste of time to make rhymes with words?
Yes	No	17.	Do you like to talk about books you have read?
Yes	No	18.	Does reading make you feel good?
Yes	No	19.	Do you feel that reading time is the best part of the school day?
Yes	No	20.	Do you find it hard to write about what you have read?
Yes	No	21.	Would you like to have more books to read?
Yes	No	22.	Do you like to read hard books?
Yes	No	23.	Do you think that there are many beautiful words in poems?
Yes	No	24.	Do you like to act out stories that you have read in books?
Yes	No	25.	Do you like to take reading tests?

1. keep
2. at
3. ask
4. call

5. said
6. am
7. run
8. pat
9. lad

10. fuzz
11. jump
12. after
13. ever

14. went
15. hall
16. morning
17. better
18. man

19. any
20. will
21. black
22. rob

23. hen
24. got
25. nut
26. send
27. leg

28. wished
29. then
30. shut
31. filled

32. when
33. took
34. thin
35. quick
36. fox

37. funny
38. me
39. for
40. farm

41. today
42. need
43. chest
44. third
45. turn

46. inside
47. came
48. hole
49. cute

50. clean
51. sky
52. walk
53. could
54. city

55. right
56. bought
57. sold
58. snow

59. mouse
60. cool
61. giant
62. brown
63. drink

64. joy
65. wrap
66. sung
67. boil

68. table
69. rain
70. caught
71. find
72. gopher

73. mention
74. draw
75. boat
76. hang

77. sugar
78. long
79. blew
80. hey
81. hear

82. though
83. school
84. fare
85. bread

86. knit
87. learn
88. lamb
89. heart
90. neighbor

91. company
92. rough
93. cities
94. sensitive

95. errand
96. bough
97. about
98. through
99. curious

100. edge
101. suit
102. sew
103. unique

104. little
105. airplane
106. ceiling
107. love
108. come

APPENDIX C

PROJECT REVIS -

OBJECTIVES OF MR. RAYMOND E. HUFNAGEL

(GUIDANCE)

PROJECT REVIS

SAN DIEGO COUNTY

GOALS FOR GUIDANCE PROJECT

G-1 Develop a realistic appraisal of self

G-2 Discover the elements of success in Work Experience

G-3 Select a potential vocational career

G-4 Select a tentative career plan

G-5 Evaluate gains made by student

Mr. Raymond E. Hufnagel
Juvenile Hall School
May 10, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
G-1.1 Student will make a pre-assessment outline of his goals, values, interests and abilities.	Student will complete a goal chart and questionnaire (pre-test).	Questionnaire & chart	Teacher-prepared chart and questionnaire	1 hour	Grades 8, 9, 10 Boys only
G-1.2 Student will realistically assess his abilities and limitations.	Student will complete aptitude test and rating scale. Discussion.	Employee Aptitude Survey (EAS) Rating Scales VIA	Test Manual	2 hours	Grades 8, 9, 10 Boys only
G-1.3 Student will assess his interests.	Student will complete interest survey. Discussion.	Kuder Form E General Interest Survey	Test Manual	1 hour	Grades 8, 9, 10 Boys only
G-1.4 Student will assess his current value and attitudes toward work. G-1.41 Student will define good work habits. G-1.42 Student will define personal fulfillment.	Student will explore reference materials related to work experience and listen to selected taped interviews with successful workers. Student-teacher conferences.	Rating Scales VIA Why Work Series Succeeding in the World of Work (text) Career Development Lab What to Do After High School	Teacher-prepared test	3 hours	Grades 8, 9, 10 Boys only

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
G-1.43 Student will define work in terms of societal goals. G-1.44 Student will state personality factors related to successful work experience.					
G-1.5 Student will be able to complete self-inventory with minimum difficulty.	Student completes self-inventory.	Teacher-prepared self-inventory.	Teacher-evaluation	1 hour	Grades 8, 9, 10 Boys only
G-2 Student will select a first, second and third choice tentative career.	Student will develop a logical sequence in making career selection.	Self-Directed Search for Educational & Vocational Planning Career Games	None Score sheet included in kit	2 hours	Grades 8, 9, 10 Boys only
G-3 Student will explore the world of work and demonstrate a knowledge of the following factors:	Student engages in the following activities: 1. Reading 2. Listening to tapes	SRA Occupational Briefs Occupational Outlook Handbook SRA Handbook of Job Facts	Teacher-prepared test	5 hours	Grades 8, 9, 10 Boys only

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
G-3.1 Job opportunities G-3.2 Employment trends G-3.3 Personal requirements G-3.31 Education G-3.32 Training G-3.4 Effects of technology G-3.5 Working conditions	3. Using microfilm reader 4. Viewing films 5. Discussion	Succeeding in the World of Work World of Work Kit Wilson (Listen, Think, React tapes) AVID: Introduction to Work and Getting Along on the Job VIEW: Microfilm Information cards Career Development Lab SRA Job Experience Kit Classroom World Productions (tapes) Doubleday Career Films Sterling Educational Films	Teacher-prepared test		

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
G-4 Student will be able to construct a course of action aimed at successfully attaining his choice of career.	Student will state: 1. personal qualifications. 2. educational & training requirements. 3. outline tentative goals & timeline. 4. write a letter of application. 5. prepare a resume or data sheet.	Succeeding in the World of Work (text) AVID: Introduction to Work VIEW	Teacher evaluation of work completed by student	4 hours	Grades 8, 9, 10 Boys only
G-5 Student will evaluate gains made in attitude and knowledge.	Student will complete a questionnaire & compare with pre-test.	Questionnaire (post-test)	Teacher-prepared questionnaire	1 hour	Grades 8, 9, 10 Boys only

APPENDIX A

PROJECT REVIS GUIDANCE PROGRAM

San Diego County Department of Education
Juvenile Hall School

TEACHER'S GUIDE

Prior to initiating the project, the teacher should complete the following items:

A. Acquaint himself thoroughly with the goals, objectives, and materials involved in the program.

B. Select _____ eight, ninth and tenth grade boys to participate in the program.

C. Administer the WIDE RANGE ACHIEVEMENT TEST (Spelling and Reading sections) to individual students for the purpose of establishing individual reading levels. This will greatly facilitate guiding individuals into the various media to be used in the project.

Now the teacher is ready to begin actual participation in the four-week project consisting of one hour per day, totaling 20 hours.

Step 1 Provide a folder for each student and instruct him to keep all materials in his folder for reference and future evaluation.

Step 2 Assess current attitudes, knowledge and values of the participants by administering the pre-test questionnaire and goal chart (Form A). These are to be filed for future evaluation and comparison when the project is completed.

Step 3 Administer the Employee Aptitude Survey. Discuss the EAS with students and follow-up with the VIA Rating Scale for Aptitudes.

Step 4 Administer the Kuder Form E Interest Survey and help students interpret their individual profiles.

Step 5 Direct students through an exploratory study of values and attitudes as related to work experience. Have students complete Attitude Scale (Form B). Administer test (Form C).

Step 6 Have students complete Self-Inventory (Form D).

Step 7 Guide students in the use of the Self-Directed Search for Educational and Vocational Planning or the Career Games.

Step 8 Have each student submit his first, second and third choice of occupation.

Step 9 Guide students in an intensive study of the world of work as related to his occupational choices. This can be accomplished by giving students individual instruction on using the various media, student-teacher conferences, and group discussion.

Step 10 Administer Test (Form G).

Step 11 Provide the students with information concerning the essentials for securing a job. This can be done using AVID filmstrips and recordings on the subject. The text, Succeeding in the World of Work, may be used to provide supplemental detailed information.

Step 12 Assign students to write a letter of application and a personal data sheet.

Step 13 Evaluate, correct and return these assignments to the students to retain in their folders.

Step 14 Have students complete questionnaire (Form A-1). This will serve as a post-test for the entire project.

Step 15 Evaluate the result of the project.

TIME AND MATERIALS SCHEDULE

Steps	Time	Materials and Equipment
1 and 2	1 hour	Student folders (Form A)
3	2 hours	Employee Aptitude Survey VIA Rating Scales
4	1 hour	Kuder Interest Survey
5	3 hours	Why Work Series Succeeding in the World of Work Career Development Laboratory What to Do After High School Tape recorder
6	1 hour	Self Inventory (Form D)
7 and 8	2 hours	Self-Directed Search for Educational and Vocational Planning Career Games
9	5 hours	SRA Occupational Briefs Occupational Outlook Handbook SRA Handbook of Job Facts Classroom World Productions (tapes) Succeeding in the World of Work (text) World of Work Kit Wilson Listen, Think, React cassette tapes AVID Kits (2) VIEW Microfilm cards Career Development Laboratory SRA Job Experience Kit Doubleday Career Films Sterling Educational Films Tape recorder Cassette player-recorder Listening center 16 mm film projector Record player & filmstrip projector
10	4 hours	Test (Form G)
11, 12, 13	4 hours	Succeeding in the World of Work (text) AVID Kits VIEW Record player & filmstrip projector
14	1 hour	Form A-1
15		Completed student folders

VENDORS FOR SOME MATERIALS LISTED

Career Development Laboratory
Educational Progress Corporation
220 University Avenue
Palo Alto CA 94304

Career Game
Educational Progress Corporation

Doubleday Career Films
Doubleday Multimedia
Doubleday and Company, Inc.
Garden City NY 11530

Employee Aptitude Survey
Educational and Industrial Testing Service
Order Department, P.O. Box 7234
San Diego CA 92107

Handbook of Job Facts
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Job Experience Kit
SRA

Kuder E General Interest Survey Test
SRA

Occupational Briefs
SRA

Occupational Outlook Handbook
U.S. Department of Labor

Self-Directed Search for Educational and Vocational Planning
Consulting Psychologist Press
577 College Avenue
Palo Alto CA 94306

Sterling Educational Films
Sterling Educational Films Co.
240 East 34th Street
New York NY 10016

Succeeding in the World of Work
Taplinger Publishing Company
Bloomington, Illinois

VIA Rating Scales
Educational and Industrial Testing Service

VIEW Microfilm cards
San Diego County Department of Education
6401 Linda Vista Road
San Diego CA 92111

Why Work Series
Behavioral Research Laboratories
P.O. Box 577
Palo Alto CA 94302

World of Work Kit
Avid Corporation
P.O. Box 4263
East Providence RI 02914

APPENDIX B

PROJECT REVIS GUIDANCE PROGRAM

San Diego County Department of Education
Juvenile Hall School

STUDENT'S GUIDE

Name _____ Age _____ Grade _____

You are about to embark on an exploratory voyage through the WORLD OF WORK. We hope that you, as a future productive worker in whatever occupation or profession you desire, will commit yourself completely to this task. We want you to acquire as much useful information about yourself, your goals, and your choice of occupation that is possible to acquire in this short period of time.

Even though the WORLD OF WORK is very complex, you will find that once you open the door, there awaits you an exciting prospect of accomplishment that is both financially rewarding and challenging; but even more important, it affords you a sense of direction and self-respect.

If you will follow the instructions and guidance of your teacher, in the next four weeks for a mere one hour a day, you can gain tremendous knowledge of yourself and how to apply that knowledge toward the eventual success of your contribution to yourself, your family, your community and your country; all of which have a great need of you. Good luck and smooth sailing.

Our goals for this trip are that each of you will:

1. develop a realistic appraisal of yourself.

2. discover what successful work experience is all about.

3. select a potential career.

4. learn how to plan for a career and the best ways of achieving such a career.

At the end of this program, we will evaluate what we have gained or learned from this experience and regardless of what or how much we have gained, each of you will have come a step closer to being a man!

APPENDIX C

PROJECT REVIS -

OBJECTIVES OF MR. RONALD RUTHERFORD

(GUIDANCE)

Mr. Ronald Rutherford
Rancho del Campo High School
May 10, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
Student will realistically select jobs for which he would be able to qualify. Student will: a. define job skills. b. state relationship of job skills to various jobs. c. realistically appraise (background and forseeable future) personal skills, ability and requirements in view of his chosen field. d. explore career fields.	A series of cards programmed to carry the individual from the generalized skills to those definable positions which the individual is interested in. Then, through use of VIEW information and resource materials give him any related material.	Career Games Educational Progress Corp. 220 University Avenue Palo Alto CA 94304 VIEW materials S. D. County Regional Career Info. Center 6401 Linda Vista Road San Diego CA 92111 Kuder General Interest Survey Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611 various reference materials	Attitude and personality occupation test (see Appendix A) Pre- and post-testing Pre- and post-test personal interview Kuder Form E General Interest Survey	1 hr. per day per student for a total of 5-10 hr. depending on ability, direction, and problems encountered (Career Game) 1 hr. per day for a total of 2-5 hr. depending on ability, direction, and problems encountered (reference materials)	Ungraded class consisting of boys only, grades 8 - 1 and covering various ability lev 8th - 25% 9th - 30% 10th - 35% 11th - 10% Total number involved - 50 boys

Ronald Rutherford
Rancho del Campo High School
May 10, 1971

Appendix A

1. Most young people daydream about the kind of work they will do or the career they will follow when they are adults. What career would you most like to follow if you had the opportunity and ability? Describe it.

2. Of course, there can be a big difference between a person's daydreams and what he or she seriously expects to do. Few students your age have made a definite choice of a career or occupation. Most students are thinking of possibilities rather than definite choices. What careers have you given serious thought to as your possible life work? (List three choices in order of preference.)

3. Why do you think you would like the work you listed as your first choice?

4. What facts should you know about yourself before choosing a career?

5. How much education is required for the work you listed as your first choice? (High school, junior college, college or university, apprenticeship, trade school, business school, or special school?)

6. In your first choice for a career, what would your duties be?

7. Which of your interests would your first choice career satisfy and why?

8. Which abilities do you have that will help you in the work you are planning?

9. Which scholastic ability do you not have that would help you in the work you are planning? Note: If you honestly feel you have no lack of ability for this work, say so.

10. What do you plan to do after graduating from high school? (Working full time; enlisting in the military service; attending trade or business school; attending junior college, a 4-year college or university; no plans, etc.)

11. After considering your interests, abilities, and values, is your career choice right for you? Why?

Ronald Rutherford
Rancho del Campo High School
May 10, 1971

CAREER GAME

Teacher's Manual

The Career Game is a self-contained learning unit which takes the student on a career search. The student makes a series of decisions which lead him to a choice that he could not predict in advance. The decisions which are made are based on information given to him about the career, what type of education is necessary, and his own interests, values, and aptitudes.

1. Administer pre-assessment test for attitude and personality (Appendix A).

2. Personal interview.

   a. Insights of themselves as applied to a career.
   b. Can they realistically choose an occupation?

3. Administer Kuder Form E General Survey Test.

4. Before the student begins the Career Game, it should be explained to him that he should be honest because the results can only benefit him and will not be used for any form of class evaluation. When using this game, no more than five students should be using the same unit at the same time, thus avoiding the possibility of confusion.

5. The student will then work with the Career Game following the instructions provided with the unit. He will find occupations which will apply to his background, his present attitudes of himself, and how he honestly forsees his future.

6. Introduction to various reference materials.

7. Administer post-assessment test for attitude and personality (Appendix A).

   a. Measure the gain in knowledge in relation to honestly and realistically choosing an occupation.
   b. Measure the gain in ability to define job skills.

8. Administer Kuder Form E General Survey Test.

   a. Compare pre- and post-testing to show any differences in attitudes.

9. Personal follow-up interview to discuss results of material used. At this time answers could be provided for any questions which might have arisen.

APPENDIX C

PROJECT REVIS -

OBJECTIVES OF MR. JIM DUKE

(MATHEMATICS)

Mr. Jim Duke
Rancho del Campo High School
March 23, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
To develop a positive attitude toward mathematics by providing "instant answers" to previously time-consuming problems, and indirectly achieve measurable growth in the content areas listed herein.	*M-2.11 M-2.13 M-2.21 M-2.23 M-2.31 M-2.33 M-2.41 M-2.43	Monroe Calculator 920 E	Pre- and Post subjective attitudinal survey by the classroom instructor. Pre-and Post- Calif. Achievement Test in Arithmetic Fundamentals (jr. high level)	1 hour per day for 10 days	Ungraded class Boys only 4 8th graders 4 9th graders 4 10th graders

* Appendix A

Mr. Jim Duke
Rancho del Campo High School
March 23, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
A measurable increase in the basic computational skills involved in the fundamentals of arithmetic listed in the content column and the development of a positive attitude toward mathematics as a worthwhile activity.	*M-1 M-2 M-3 M-4 M-5 M-7 M-8 M-10	Addison-Wesley Publishing Co., Inc. 1970 Individualizing Math - Skills & Patterns 2 sets motivation booklets 15 sets mainstream booklets 1 teaching strategy 1 test booklet Patterns & Discovery 1 set motivation booklets 5 sets mainstream booklets 1 teaching strategy 1 test booklet Discovery & Structure 1 set motivation booklets 2 sets mainstream booklets 1 teaching strategy 1 test booklet	Pre- and Post-test provided by the authors of the booklets. Pre- and post-test California achievement test in arithmetic fundamentals. ** Pre- and Post-test subjective evaluation by the classroom instructor. **junior high level	20 hours per student (1 hour per day for 4 weeks)	All male ungraded class 8th, 9th, 10th graders

* Appendix A

APPENDIX B

INDIVIDUALIZING MATHEMATICS

Teacher's Manual

1. Administer pre-tests (C. A. T. and attitudinal survey).
2. Administer booklet pre-tests to determine appropriate booklet (area) for each student.
3. Assign booklets to students.
4. Work with students on individual basis as help is requested.
5. Administer booklet post-tests and assign another appropriate booklet.
6. Repeat steps 2 through 5 until the end of the project.
7. Administer post-tests.
8. Compile data and write progress report.

MONROE CALCULATOR

1. Administer pre-tests (C. A. T. and attitudinal survey).
2. Assign calculator to appropriate students - those who are deficient in multiplication skills.
3. Administer post-tests.
4. Compile data and write progress report.

APPENDIX C

PROJECT REVIS -

OBJECTIVES OF MRS. GERRY SHEA

(MATHEMATICS)

Mrs. Gerry Shea
Sierra Vista High School
May 10, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
Student will demonstrate a measurable increase in the basic computational skills involved in the fundamentals of arithmetic. Specific objectives are detailed in Appendix A: 1-11, 15, 18-20, 26-28, 30-33, 38, 39.	Specific content codes are detailed in Appendix B: M-2.1 -- M-3.12 M-4.1 -- M-4.13	Computer Curriculum Corporation (CCC M8) 151 University Ave., Suite 201 Palo Alto CA 94301	Computer. Co-op Math Test (Arithmetic) Educational & Industrial Testing Service Order Dept. P.O. Box 7234 San Diego CA 92107	20 lessons (10 min. each), totaling 3-5 hours in 4-week period.	8th, 9th, 10th grade All girls Ungraded class.
Specific objectives are detailed in Appendix A: 3-8, 11, 13, 15, 16, 18-28, 30-33, 35-37.	Specific content codes are detailed in Appendix B: M-2 -- M-2.15, M-7	Individualized Math Program Educational & Industrial Testing Service	Tests of Achievement in Basic Skills to pinpoint specific problems. Pre- & post-tests for each problem area.		
		A teacher-assistant would be very beneficial during this 4-week period. It would enable students to have more individual help and perhaps more time to work on different materials.	OTHER: Math C.A.T. - junior high level. Wide Range Achievement Test (WRAT) Both of above are for overall evaluation purposes.		

PROJECT REVIS

SAN DIEGO COUNTY

Objective	Content	Materials	Evaluation Instrument Or Technique	Time (in hours)	Group Grade Level
Specific objectives are detailed in Appendix A: 1, 3-5, 9-12, 15, 17-19, 23-34, 39.	Specific content objectives are detailed in Appendix B: M-2.1 -- M-3.12, M-5.11.	Programmed Math McGraw-Hill Book Co. Webster Division 8171 Redwoods Highway Novato CA 94947	Programmed Math Placement Test progress test every 12 pages, final test every 48 pages.	20 classroom hours	8th, 9th, 10th grades All girls Ungraded class
Specific objectives are detailed in Appendix A: 1, 3-5, 7, 9, 10, 14, 15, 18-20, 23-28, 30-33, 35, 37-39.	Specific content objectives are detailed in Appendix B: M-1 -- M-2.24, M-2.31 -- M-2.33, M-2.41 -- M-2.43, M-3.1 -- M-3.21, M-7, M-9	Modern Mathematics for Achievement (First Course, Remedial) Houghton Mifflin 777 California Avenue Palo Alto CA 94304	3 progress tests per book. Final test on Books 1 - 8.	20 classroom hours	8th, 9th, 10th grades All girls Ungraded class

Mrs. Geraldine Shea
Sierra Vista High School
March 23, 1971

APPENDIX A

OBJECTIVES

1. Given a sequence of counting numbers, a student must be able to fill in the one missing.

2. Place value (a computer objective, project pentagram)

3. A student must correctly vertically add up to three four-digit whole numbers.

4. Given integers in the horizontal form with like signs, the student must correctly add them.

5. A student must correctly subtract up to two four-digit whole numbers.

6. Given four two-digit integers in the horizontal form with unlike signs, the student must correctly add them.

7. Given two two-digit integers with like signs, the student must correctly horizontally subtract one from the other.

8. Given two two-digit integers with unlike signs, the student must correctly subtract one from the other.

9. Given the properties of multiplication, the student is expected to use the multiplication facts to check the commutative and associative properties of multiplication.

10. Given multiplication problems with factors ending in zeros, student is expected to multiply by tens and hundreds.

11. The student is expected to solve multiplication problems with two through six factors.

12. The student is expected to solve story problems with two or more digit factors.

13. The student must correctly multiply two two-digit integers with unlike signs.

14. Given sets of objects, the student is expected to divide them into subsets of equal value.

15. A student is expected to solve division problems with up to two-digit divisors and up to four-digit dividends.

16. A student must correctly divide a two-digit integer by a one-digit or two-digit integer with unlike signs.

17. A student must correctly solve story problems in division.

18. The student must correctly reduce any common fraction, a common fraction and a mixed number, or two mixed numbers to lowest terms.

19. The student must correctly change a mixed number to an improper fraction.

20. Given a sequence of up to three common fractions, the student must correctly determine the lowest common denominator for the fractions.

21. Given a sequence of whole numbers, integers, and rational, the student must correctly identify the subsets of wholes, integers and rationals.

22. The student must demonstrate the definition of rational number by identifying a common fraction as a terminating or repeating decimal fraction.

23. The student must correctly convert a proper fraction, an improper fraction or a mixed number to its decimal equivalent.

24. The student must correctly convert decimal fractions to the equivalent proper fractions.

25. Given two mixed numbers, or proper fractions or a combination of a mixed number and proper fraction, the student must correctly add them.

26. Given two mixed numbers, or proper fractions, or a combination of a mixed number and proper fraction, the student must correctly subtract them.

27. Given two mixed numbers, or proper fractions, or a combination of a mixed number and proper fraction, the student must be able to multiply them correctly.

28. Given two mixed numbers, or proper fractions, or a combination of a mixed number and proper fraction, the student must correctly divide them.

29. The student is expected to solve word problems using all the basic operations with fractions.

30. Given four four-digit decimal fractions (at most, four-digits) in the horizontal (or vertical) form, the student must correctly add them.

31. Given two four-digit decimal fractions, the student must correctly subtract them.

32. Given three-digit decimal fractions, the student must correctly multiply them.

33. A student must correctly divide a four-digit decimal fraction by a two-digit decimal fraction.

34. The student must correctly solve story problems involving the four operations with decimal fractions.

35. Given a whole number percent and a rational number less than 1,000, the student must correctly determine the indicated percent of the whole number.

36. The student must correctly determine what percent one whole number is of another whole number.

37. Given the percentage figure that a number is of another number, the student must correctly solve for the other number.

38. Given simple addition, subtraction, multiplication and division, the student must learn and use properties of equations to solve for a variable.

39. Students are expected to solve problems involving units of measure, money, linear measure, dozen, liquid measure, weight, Roman numerals, and metric measure.

*Other factors of accuracy and time are not applicable to this project.

APPENDIX B

MATHEMATICS

M-1 Sets
M-2 Operations
  M-2.1 Addition
    M-2.11 Whole numbers
    M-2.12 Positive fractions
    M-2.13 Decimal fractions
    M-2.14 Integers
  M-2.2 Subtraction
    M-2.21 Whole numbers
    M-2.22 Positive fractions
    M-2.23 Decimal fractions
    M-2.24 Integers
  M-2.3 Multiplication
    M-2.31 Whole numbers
    M-2.32 Positive fractions
    M-2.33 Decimal fractions
    M-2.34 Integers
  M-2.4 Division
    M-2.41 Whole numbers
    M-2.42 Positive fractions
    M-2.43 Decimal fractions
    M-2.44 Integers
  M-2.5 Properties of the operations
M-3 Numeration systems
  M-3.1 Place value
    M-3.11 Whole numbers
    M-3.12 Decimal fractions
  M-3.2 Expanded notation
    M-3.21 Whole numbers
    M-3.22 Decimal fractions
  M-3.3 Roman numerals
  M-3.4 Non-base ten numerals
M-4 Mathematical sentences
  M-4.1 Equations
    M-4.11 Whole numbers
    M-4.12 Positive fractions
    M-4.13 Decimal fractions
    M-4.14 Integers
M-5 Measurement
  M-5.1 Metric Geometry
    M-5.11 Whole numbers
    M-5.12 Positive fractions
    M-5.13 Decimal fractions
  M-5.2 Denominate numbers
    M-5.21 Whole numbers
    M.5.22 Positive fractions
    M-5.23 Decimal fractions
M-6 Nonmetric Geometry
M-7 Percent
M-8 Number theory
M-9 Functions and graphs
M-10 Statistics and probability
M-11 Trigonometry
M-12 Logic

Mrs. Gerry Shea
Sierra Vista High School
May 10, 1971

COMPUTER
Student Manual

1. Teacher will give you a 40-minute test to place you on the computer.

2. You will then be assigned a number and a specific time to work on the computer.

3. The teacher or a student assistant will explain how to work the computer and will help you on your first lesson.

4. Please try to be on time and to work during the time assigned to you. Otherwise, the whole schedule is thrown off.

Mrs. Gerry Shea
Sierra Vista High School
May 10, 1971

COMPUTER
Teacher's Manual

1. Administer the Co-op Math Test for grade placement on the computer.

2. Tally the number of student's correct answers and call in this score to either Mrs. Lynch or Tom Davies at the County Department of Education (278-6400, ext. 269).

3. When student receives her computer number, assign her a time on the schedule.

4. Instruct her in how to operate the computer.

5. Computer Instructions:

   a. Call number - 278-7260.

   b. Place phone on coupler, making sure all wires come out from the end in same direction.

   c. Turn coupler on. Be sure middle switch is on full and top switch is on originate.

   d. Turn computer switch from off to live.

   e. Press space bar. Type student number and first name - press space bar.

   f. In case of any problems, call Mrs. Lynch.

6. After student finishes lesson, check her score and go over anything which she might not understand.

7. Take a total reading at the end of the day. Instructions:

   a. Press space bar.

   b. Type "R".

   c. After computer prints class, type "86".

8. When student is ready to leave, give her the co-op math test again and compare any change in score.

9. Call Mrs. Lynch to remove that girl's name from computer list.

Mrs. Gerry Shea
Sierra Vista High School
May 10, 1971

INDIVIDUALIZED MATH PROGRAM - IMP

Student's Manual

1. You will be given a test to determine the areas in which you need help.

2. There is a booklet for every test question, but you will only have to do the booklets for the questions which you miss.

3. When you receive the corrected test book, write down the number of each problem marked wrong. Keep this so that you know which booklets you are to do.

4. Go to the IMP box and take the booklet for your first assignment.

5. Do the pre-test and give this to the teacher to correct. She will then tell you what lessons to do in the booklet.

6. Take the self-test on the last page.

7. From the IMP box get the orange post-test that goes with the lesson which you have just finished. Just do Side A.

8. Turn in to teacher for correction.

Mrs. Gerry Shea
Sierra Vista High School
May 10, 1971

INDIVIDUALIZED MATH PROGRAM

Teacher's Manual

The IMP is based on student performance objectives. The teacher should select only those objectives appropriate to the particular student. To determine these objectives, the teacher should administer the Tests of Achievement in Basic Skills (TABS) - Mathematics. After selecting the objectives, these basic steps can be followed:

1. Administer Pre-assessment Test of Achievement in Basic Skills, Form 1.

2. Fill in student progress chart and assign objectives.

   a. List student names down the left side.
   b. Shade in the rectangle corresponding to the correct items from TABS-Form 1.

3. Assign the student a Math-Pak.

4. Have student complete Math-Pak Pre-test. When the Pre-test is corrected, the teacher assigns only those lessons for which instruction and practice are needed.

5. Teacher prescribes lesson in Math-Paks.

6. Student completes lessons and self-evaluation exercises. The last page of each Math-Pak is a self-test. Students should take this for a practice exercise just prior to taking the Post-test.

7. Give students help as needed individually or in small groups.

8. Student completes Math-Pak Post-test. The teacher indicates either Form A or Form B from the Post-test card. After the student has completed the Post-test and it is corrected, the teacher should analyze the results and give the student credit for accomplishing the objectives; or she should assign additional work from supplementary materials and work with the student individually to overcome the student's deficiency.

After the student completes the last Math-Pak which has been assigned to her, the teacher may assign further objectives of particular interest to the student or she may release the student from the class with a full credit.

USE OF CLASSROOM ASSISTANTS

1. Correcting the Pre-assessment.

2. Filling out the Student Progress Chart.

3. Filling out the Student Checklist of Objectives.

4. Passing out Math-Paks and Math-Pak Post-tests during the class period.

5. Correcting Math-Pak Pretests and then having the teacher analyze and assign lessons.

6. Correcting Math-Pak Post-tests and then having the teacher assign the next Math-Pak or additional lessons for those students who did not accomplish the objectives to the teacher's satisfaction.

7. Assisting individuals or small groups when the assistants are mathematically capable.

Mrs. Gerry Shea
Sierra Vista High School
May 10, 1971

MODERN MATH FOR ACHIEVEMENT

Student's Manual

1. There are eight workbooks in this course. The teacher will assign you the one you are to work in first.

2. The teacher or an assistant will help you do your first lesson.

3. Write your answers on a separate piece of paper, not in the booklet.

4. Turn in each lesson as you do it. The teacher will correct it and go over any questions which you may have answered incorrectly.

5. Do not hesitate to ask for help when you are having difficulty with a lesson.

6. Go to the teacher for a test after Lessons 7, 15, and 22.

Mrs. Gerry Shea
Sierra Vista High School
May 10, 1971

MODERN MATH FOR ACHIEVEMENT

Teacher's Manual

1. Start student in Book 1.

2. Go over first page with student so that he understands how the book works.

3. Explain that there will be a test after Lessons 7, 15, and 22.

4. Correct work as it is turned in and go over any mistakes with the student.

5. Give final test on Books 1 - 8.

Mrs. Gerry Shea
Sierra Vista High School
May 10, 1971

PROGRAMMED MATH

Student's Manual

1. The teacher will give you a test to determine the book in which you should begin.

2. When you receive your book, the teacher will explain how to work in a programmed text.

3. Remember to write your answers on a separate piece of paper, not in the book.

4. Every twelve pages there is a test which you correct yourself. If you get more than three answers wrong, go to the teacher for help.

5. After you have done the final exam on page 48 and on page 96, turn it in to the teacher for correction.

Mrs. Gerry Shea
Sierra Vista igh School
May 10, 1971

PROGRAMMED MATH

Teacher's Manual

1. Administer the placement exam.

2. Start the student in the programmed text in which he placed.

3. Show the student how to take a progress test at the end of each twelve pages of the programmed text. Student corrects his own. If there are more than three wrong answers, student should come to the teacher for help.

4. At the end of every 48 pages, the student takes a final exam (2 per book) and instructor should correct these and explain any mistake the student may make.

5. If the student is having difficulty, instructor should work through the next few pages of the programmed text with him.

6. There are corresponding problem books which can be assigned as supplementary work if the instructor feels the student needs extra help with word problems.

APPENDIX D

PROJECT REVIS -

FINAL REPORT BY MRS. LEANA PRESTIPINO

(COMMUNICATIONS)

PROJECT REVIS
San Diego County
Communications Phase

FINAL REPORT AND RECOMMENDATIONS

Submitted by
Leana Prestipino
Juvenile Hall School

EVALUATION OF LEARNING PACKAGES

As you well know, Project REVIS met with many frustrations in our short-term detention facility. Students awaiting court decisions confined in Juvenile Hall for an average length of stay of three weeks lack the motivational incentive to properly assess the true value of the learning packages I used. However, even with adverse conditions such as these, some materials were surprisingly successful. I will briefly list, describe, and evaluate each package starting with the most successful and ending with the least successful.

PICTO-CABULARY SERIES

Barnell-Loft, Ltd.
111 South Centre Avenue
Rockville Centre NY 11571

Twelve booklets containing descriptive words centered around a theme or topic such as: nature, human traits, designs, foods, occasions, etc. Each word is illustrated, has a paragraph written with context clues, and ten sentences that repeat the learning concept. These 25 word booklets proved to be the most popular choice of most students. The format and procedure is not complicated, the lessons are simple and repetitious. The results are immediate and rewarding and a book can be completed and learned in one hour. Each girl that attempted a booklet met with success, gaining from two to twenty-one words previously unknown to her and retaining most of the words after a period of time. Personally, I would recommend these booklets to anyone for vocabulary improvement.

THE WAY IT IS

Xerox Corporation
600 Madison Avenue
New York NY 10022

A series of ten hip-pocket-size reading booklets dealing with certain problems realistically. There are five 12-inch records for some stories and a Learner's Log for seven of the booklets. These booklets sell themselves. The reading selections are excellent and the biggest problem I encountered was the booklets were taken furtively out of the classroom--especially the one entitled O.D. The students enjoy listening and reading, and they are motivated to go on. The Learner's Log meets with some resistance. It is too detailed, takes too long and sometimes is quite difficult. Rather than frustrate the students, I compromised by allowing them to choose the study questions they wished to answer and to complete the summaries and the vocabularies. These last two can be checked by the teacher and in most cases a high degree of success is attained.

SPELLING PROGRESS LAB SPELLTAPES

Educational Progress Corp.
220 University Avenue
Palo Alto CA 94304

This package is a series of 160 tapes, giving the students remedial practice with auditory, visual and kinesthetic skills. This different approach to spelling is attractive to students, however, there are many difficulties in administering the program. It is so highly individualized that small or large group usage is impractical. It takes a week to administer the diagnostic materials, diagnose and identify the student's problem areas. The individual nature of the program necessitates a cassette and headphones for each student. The lessons of the tapes are adequate and repetitious and retention is moderately successful. However, it takes a long time to go through 160 tapes and the hardware needed is prohibitive. It could supplement the traditional spelling program (expensively), but it could never supplant it.

LISTENING PROGRESS LAB

Educational Progress Corp.
220 University Avenue
Palo Alto CA 93404

This is a series of twenty tapes emphasizing practice in listening, responding to questions, and checking correctness of responses. This program is quite involved in diagnosing and takes a relatively long time to administer and assess a student's weaknesses. The first ten tapes are very elementary and the second ten can become a little boring, yet difficult. It seems to lack a middle span, and eighth and ninth graders judged it to be too easy or too hard. What little success we had with it was with a few eleventh graders, and, at that, the gains were only one or two points better than the pre-test.

INDIVIDUALIZED ENGLISH SET H

Hook and Evans
Follett Publishing Company
Chicago, Illinois

A series of programmed exercise cards designed to overcome weaknesses in the use of English. This approach may work successfully if it were spread out over a year's time. But I found it was too complicated and four students attempted it and it didn't seem to hold their interest at all. None of the four finished the program.

RECOMMENDATIONS FOR FUTURE REVIS PROJECTS

For purposes of succinctness, I will list and briefly explain my recommendations for future REVIS projects.

Preparation: The teacher should have more time to familiarize herself with the learning packages to be used. This would involve trying out the packages just as the student would, duplicating the materials necessary for the operation of the package and evaluate the entire thing before subjecting students to it.

Inservice training: Some packages are so involved that this becomes almost mandatory for teachers.

Selection of schools: The student population should be stable at least for six weeks and the school situation should be of a more normal nature. In a short-term detention facility it is most difficult to compete with student preoccupation of "Where am I going?" and "When do I get out?"

Materials: When a package is selected, it should be used independently of all other sources. There would be less contamination and more control over the package itself. Furthermore, using one package at a time would be highly beneficial, i.e. concentration only on the spelling lab for six weeks, then going on to the listening lab, etc. Simplicity is the keynote for materials to be tested, both from the standpoint of time involved and administration.

I would like to express my appreciation in being selected to participate in the REVIS Project. If the Spelling Progress Lab is going to be used in the future, I have all the duplicated materials needed for it. I also have available to anyone the materials necessary for the Listening Lab. The one package I would like to purchase is the Picto-Cabulary Series.

APPENDIX D

PROJECT REVIS -

FINAL REPORT BY MRS. PAT RICE

(COMMUNICATIONS)

PROJECT REVIS
San Diego County
Communications Phase

FINAL REPORT AND RECOMMENDATIONS

Submitted by
Charlotte P. Rice
Sierra Vista High School

August 28, 1971

Part I

The purpose of my pilot project was to test three sets of materials through actual classroom use for a Remedial English-Reading class of junior high school age (7th to 10th graders) girls. Pre- and post-testing, my personal reactions, and an attitude survey were used to validate my evaluations.

The test scores and results are shown in Appendix A.

The Happenings books by far were the most helpful materials to use. They positively influenced attitudes toward both reading and minority groups. The students were fascinated by both the pictures and the stories, which facilitated both discussions and compositions. They found the comprehension exercises to be challenging, but not impossible. Two girls were so enthused they tried to develop crossword puzzles based upon the vocabulary words. The teacher's manual was very helpful and I found that the comprehension questions could be easily and quickly checked, which improved feedback and reinforcement. The short length of these stories encouraged even the most reluctant readers so that they enjoyed and completed the reading. The overall grade for the chapter comprehension questions of the books averaged a B, no more than two errors for ten questions. These four books were very adaptable and I only wish more, similar books were available.

The Acoustifone Series E6 materials, taperecording cassettes and filmstrips were very useful. The multimedia approach was excellent. However, machine breakdowns and frequently ripping filmstrips made supervision of these materials more critical than many classroom teachers would appreciate. The individual units were a bit longer than the attention spans of the girls, since it was most helpful to the very low-level readers.

The Troubleshooter spelling and English materials required the most testing in order to place a girl in the proper level. This was time consuming and negatively influenced many of the girls. The lessons seem to require group work to hold down the individual frustration and boredom with the necessary repetitions. However, this material is adaptable, and in small doses, students enjoy doing it. And both their spoken and written vocabularies showed an improvement.

APPENDIX A

Happenings

Grade	Pretest	Posttest	Gain	15-20 classroom hours Test
9	7.6	8.8	1.2	Wide Range Achievement Test
8	6.9	9.7	2.8	Wide Range Achievement Test
7	4.7	4.7	0	Wide Range Achievement Test
9	7.6	10.6	3.0	Wide Range Achievement Test
9	7.2	7.2	0	Wide Range Achievement Test
8	10.5	10.9	0.4	Wide Range Achievement Test
10	6.8	7.1	0.3+	Wide Range Achievement Test
10	8.7	9.7	1.0+	Wide Range Achievement Test

Total gain - 8.8
Average gain - 1.1
One year and one month

On an attitude scale of 0 to +5 regarding this material and reading it, the students gave it a +4 - "enjoyed the stories very much, but did not like all the questions, because some of them (answers) were too hard to find.

Acoustifone Series E

10 classroom hours

Grade	Pretest	Posttest	Gain	Test
8	5.0	5.3	.3+	Wide Range Achievement Test
9	7.2	7.2	0.0	Wide Range Achievement Test
8	3.9	4.5	.6+	Wide Range Achievement Test
10	8.1	8.2	.1+	Wide Range Achievement Test
9	3.9	4.5	.6+	Wide Range Achievement Test
10	6.5	6.8	.3+	Wide Range Achievement Test
7	3.8	4.2	.4+	Wide Range Achievement Test
9	8.4	8.8	.4	Wide Range Achievement Test

Total gain - 2.7
Average gain - .34+ years or 3½ months

On an attitude scale of 0 to +5 regarding this material and using it, the students gave it a +4 - "enjoyed this material very much, but the filmstrips kept getting caught in the projector."

Troubleshooter Spelling

30 classroom hours

Grade	Pretest	Posttest	Gain	Test
8	5.2	6.8	1.6+	Calif. Achievement Test-Language
9	7.0	7.3	0.3+	Calif. Achievement Test-Language
7	5.6	5.8	0.2+	Calif. Achievement Test-Language
10	7.8	9.8	2.0+	Calif. Achievement Test-Language
9	7.3	7.7	0.4+	Calif. Achievement Test-Language
8	5.8	6.3	0.5	Calif. Achievement Test-Language
8	10.1	10.7	0.6+	Calif. Achievement Test-Language
9	8.7	9.1	0.4+	Calif. Achievement Test-Language
9	5.6	6.5	0.9	Calif. Achievement Test-Language
9	6.7	7.2	0.5	Calif. Achievement Test-Language
8	7.7	8.5	0.8+	Calif. Achievement Test-Language
8	6.7	7.9	1.2+	Calif. Achievement Test-Language

Total gain - 9.4
Average gain - .78 (almost 8 months)

On an attitude scale from 0 to +5 regarding these materials and using them, the students gave this a +2 - "not all bad, but long, boring, frustrating to use."

Part II

Overall Project Evaluation

In order to improve the REVIS program as a whole, I would make the following suggestions:

Better coordination of materials and evaluations in the initial stages of the project, especially in ordering materials and distribution processing.

Involve evaluators in setting up the original matrices.

Avoid overlapping of test materials by better scheduling of pilot project dates. Otherwise the testing, use, retesting and overall evaluation of each material becomes a burden upon the individual teachers.

Permit the evaluators who actually do the pilot test project to keep at least one set of materials for their classroom. The material the evaluator keeps is what they like best and found to be most useful.

"Publish" and distribute all the evaluations of all the materials to all the evaluators of that subject area before going into the actual pilot test of specific materials.

The opportunity for the evaluators to meet together while writing the objectives of their pilot projects was invaluable.

APPENDIX D

PROJECT REVIS -

FINAL REPORT BY MR. RAYMOND E. HUFNAGEL

(GUIDANCE)

PROJECT REVIS
San Diego County
Guidance Phase

FINAL REPORT AND RECOMMENDATIONS

Submitted by
Raymond E. Hufnagel
Juvenile Hall School

August 27, 1971

The following report is respectfully submitted regarding the guidance phase of the REVIS Project. This report concerns only the efforts made involving the San Diego County Juvenile Hall School.

One should keep in mind that this report is basically subjective on the part of the author due to the fact that it became virtually impossible to administer the pilot program in its entirety. This has already been reported in a memorandum on July 20 to project directors. Because the pilot phase was abandoned, very little evidence in terms of student work and statistics are available. However, a number of student evaluation and reaction forms are being submitted for whatever worth they might have.

The evaluation of the project will consist of recommendations by the author based on personal observations of and conversations with the participating students before and during the pilot phase. All items listed on the Time and Materials Schedule of the Project Outline, with the exception of the EAS Aptitude Test and the VIA Rating Scales, give some degree of exposure to the student body. A concerted effort was made to achieve as much exposure to as many students as possible after the pilot phase was discontinued. Also, a large number of students reviewed the materials in a pre-pilot phase of the project.

The five or six items receiving the most positive reaction are listed below. The order of listing does not indicate a sequential degree of importance.

VIEW: (San Diego County Department of Education) This item received a great deal of use and seemed to provide much information students were seeking. The effectiveness would be greatly enhanced if a reader-printer were available to permit students to take the information with them for future reference and study. Limited sessions with a microfilm reader only sorely restrict retention of the information.

Job Experience Kit: This item also received greater use and served to retain interest for longer periods of time, possibly due to the activity structure of the kit. There seemed to be a greater fun element as well as presentation of a challenge to the students.

The Sterling Career Films: These films were viewed by groups and, therefore, probably received greatest exposure. On the whole, they were well received and stimulated discussion. Of course, a number of students reacted with boredom. The film on auto mechanics achieved greatest acceptance. Student evaluation forms have been submitted on these films.

The Career Development Lab: (cassette tapes) Students felt they were realistic and interesting. They had the greatest utility for the students with reading problems. Only a few students did not complete a full tape and these were boys with an extremely short attention span.

Succeeding in the World of Work: (textbook) Its greatest assets were its encompassing scope of vocational information in one place and its usefulness in tying all things together.

In discussing many of the problems that were encountered in using the above materials as well as other problems, one needs to familiarize himself with the uniqueness of the Juvenile Hall School population. A major obstacle often initiated by students, themselves, is the lack of motivation in investigating the world of work while being incarcerated and under the yoke of uncertainty as to their future. There is also the tremendous diversity in achievement levels, especially in the area of reading. In the group designated for the pilot phase at one time, there were four boys that were virtually non-readers. Within the group there was an extremely broad range of behavior patterns and achievement levels. Maintaining discipline of the group while attempting to work with students individually became a monumental task. The use of audio-visual materials was a special problem in order to prevent damage or destruction.

Another extremely difficult problem to cope with was the turnover rate of students and the sporadic attendance of students. Due to the needs of probation, it became impossible to select a group and carry it through to completion. The administering of the various test instruments to be used was extremely difficult as well. Students were unable to grasp instructions in the amount of time available. Orientation and instructions on many of the materials used presented somewhat of a problem.

This brings us then to some conclusions and recommendations concerning future attempts at such projects. Under the described conditions, the pilot phase is not feasible at the Juvenile Hall School. However, individual materials could be pre-evaluated in terms of interest, appeal, etc., to be used at an institution where the student group would be more structured and stable.

The attempt made at this time was too ambitious and its scope too extensive. It would be recommended that the list of materials used be limited.

It is strongly recommended that a team (teacher) approach be used to provide more individual assistance to students and reinforce motives, which, by the way, need to be clearly defined for the student. There must be ample facilities and equipment (audio-visual) to provide the fullest possible use of films, filmstrips, tapes, cassettes, etc.

Somehow there must be provided a way of selection of students to guarantee full participation in the program, both in time and capacity. Very likely students should be divided into groups of similar capabilities and needs, and materials compatible with these needs should be used.

Finally, in developing such projects, there needs to be a far greater means of communication between personnel. One of the difficulties of the San Diego project was this inability to quickly transmit ideas and materials. In other words, the project probably should be confined to one institution.

Guidelines should be quickly drawn up and objectives of the project clearly defined for personnel in the initial stages of the project. A more specific evaluation instrument for selecting materials should be developed.

There are probably many other aspects of the project that deserve consideration, but it is hoped that the comments and suggestions made in this report will be helpful in future endeavors of this kind. In looking at the project in retrospect, it is the author's conclusion that a great deal was learned by the project personnel and equally as many students who reviewed the materials gained some degree of useful knowledge from them.

APPENDIX D

PROJECT REVIS -

FINAL REPORT BY MR. RONALD C. RUTHERFORD

(GUIDANCE)

Ronald C. Rutherford
Rancho del Campo High School
August 17, 1971

PROJECT REVIS

SAN DIEGO COUNTY

Career Games

For the purposes of evaluating the Career Game, I will divide the total group involved in my program into two categories. They are: (category one) students that are of senior high school grade level but are reading at least two levels below grade as scored on the California Achievement Test-Reading-Junior High level and (category two) those students that are at grade level or above as measured by the same test.

Category #1

The students who were not up to grade level in reading ability had a difficult time with the Career Game and the results were generally not very valid. When using the game, the player has to place himself into situations which involve foreseeing his future and assessing his abilities and because of the lack of ability to do this, the lower ability student could not successfully achieve. He forced himself to follow a trail which he felt comfortable in: for example, mechanics was generally the 1st choice because this group thought they knew the subject and everybody could achieve in it. When this level of student used the game he tended to stray off the track, kid around with his neighbors, and used the material for a fun game instead of an informative one.

When comparing the pre and post testing (see appendix A) there was very little, if any, real gain in occupational knowledge. This group remained extremely uninformed about the things which go into any form of occupation above the extremely simple type of common laborer.

Category #2

The students who were reading at or above grade level, were able to realize that this was an abstract thing and that they would have to place themselves in an unfamiliar situation. Generally, this group followed directions and the sequence of the game. When a decision had to be made, they were capable enough to realistically look into the future. While working on the game, they remained quiet, busy, and showed much interest.

When comparing the pre and post tests for attitude and personality factors, there was a definite gain in a real understanding of what is necessary in various occupations. In many cases the student realized that, for example, to be a carpenter you do not merely grab a hammer and go out seeking a high paying job. This level of student progressed in the ability to realistically look into the future and see what is needed for success.

I personally think the Career Game can be a great asset to the normal senior high school classroom involved in occupational studies or

as a short supplement to a social studies class. It can be used with a minimum amount of the teacher's time taken from the total class. A station could be set up for a few students to work on it individually while the whole class is involved in the assigned activity. If used properly, it can be extremely informative and useful in making the student aware of what is truely involved in the various occupations.

The VIEW material from the San Diego County Regional Career Information Center proved to be of great help in furthering the individual's knowledge in his particular chosen field.

APPENDIX D

PROJECT REVIS -

FINAL REPORT BY MR. EMELE P. BEE

(MATHEMATICS)

PROJECT REVIS
San Diego County
Math Phase

FINAL REPORT AND RECOMMENDATIONS

Submitted by
Emele P. Bee
Rancho del Campo
High School

August 19, 1971

Twelve students were selected to participate in this project, all of whom demonstrated deficiency in multiplication skills.

The evaluation instruments included the California Arithmetic Test and a subjective attitudinal survey. Both were administered on a pre-post basis.

Use of the calculator proved to be negative in terms of any appreciable gain in achievement level as measured by the C. A. T. The attitudinal survey reflected a significant gain in terms of positive attitudes. The author noted a marked increase in interest among students and suggests that the calculator has application as a supplemental device. When used periodically with other materials such as the Individualizing Math materials, motivation seemed to prevail. However, continued use by one student with no additional materials seems to generate boredom.

The population for this project included 27 students who attend high school in a detention facility. They were selected on the basis of the low-achievement scores attained on the California Arithmetic Test. The range was from a 5.5 low to 8.2 high. This represented an average overall discrepancy of 2.2 years between achievement level and actual grade level. Of the original number selected, 19 students were available for the post-test phase of the project.

The evaluation instruments used included the California Arithmetic Test, Junior High, forms W, Y, and Z, a test provided by the author of the materials used, and a subjective attitudinal survey constructed by this investigator. The C. A. T. and the attitudinal survey were administered on a pre-post project basis. Tests provided with the material were used throughout the project both to determine the appropriate booklet for each student (pre-test) and to indicate progress made (post-test).

A statistical analysis of the C. A. T. scores reflected the following. No appreciable gain in terms of achievement level was recorded for 8th grade students. In the case of the 9th and 10th grade students, a significant gain was reflected. The overall average gain for all students was .79 years. The new low and high was then 5.8 and 12.0 respectively. In 3 cases the achievement level exceeded the grade level and in 1 case, there was a regression. The .79 years gain may appear to be somewhat unrealistic when one considers that a .1 year gain on the C. A. T. represents average growth for the same span of time the project was run (4 weeks or 20 hours per student). However, the test provided with the material tended to support the .79 years gain. In addition, the attitudinal survey indicated a marked increase in positive attitudes toward math.

It seems to me that a possible explanation for all this can be, in part, attributed to the individualized nature of the booklets. They allow the teacher to make immediate assignments that are appropriate for the

students in terms of achievement level and areas of deficiency. This prevented students from being assigned work that is either too difficult or too easy, which in turn can cause frustration and/or boredom. Traditionally, a lot of time has been lost due to the presence of these conditions which in this case were negligible. Another contributing factor seemed to be the influence the size of the booklets had on the students. The smallness allowed students to experience a degree of progress more readily by simply completing a booklet. This generated the attitude that math had become a personal matter. This attitude in turn increased motivation and interest which manifested itself in a higher productivity rate. Also of importance here would be the results of the Hawthorne effect. No attempt on the part of the experimenter was made to nullify any effects it may have had, although its presence was readily observable. Being part of something that is perceived to be important is probably a rare experience for many of these students.

Even so, this investigator feels that the results reflected by the C. A. T. scores, the test provided with the materials and the attitudinal survey, still remain impressive. They serve to support the contention that the materials are a valuable tool in that a measurable increase in the understanding of skills involved in the fundamentals of arithmetic and the development of positive attitudes toward Mathematics was realized by students who were exposed to them. I strongly recommend that these materials be made available for future use.

APPENDIX D

PROJECT REVIS -

FINAL REPORT BY MRS. GERRY SHEA

(MATHEMATICS)

PROJECT REVIS
San Diego County
Math Phase

FINAL REPORT AND RECOMMENDATIONS

Submitted by
Geraldine Shea
Sierra Vista High School

August 28, 1971

My pilot project for REVIS involved the testing of four materials over a four-week period. They were: Individualized Math Program (IMP), sold by the Educational and Industrial Testing Service; Programmed Math, by McGraw Hill Book Company; Modern Math for Achievement, by Houghton Mifflin Company; and a math Computer-Assisted Instruction program (CAI) by Computer Curriculum Corporation. I felt that these four were the best for my particular situation.

Following will be a list of the positive and negative points of each individual material. I do feel that from an overall viewpoint the advantages outweighed the disadvantages. Also included will be a list of the students' pre- and post-test results.

I. Individualized Math Program

A. Positive Points

Supplies an excellent pre-test from which students' needs can be assessed.

Sets up a list of performance objectives for each individual student. Therefore, the student knows what is expected of her right from the start. It is then easier for her to work with this definite goal in mind.

Gives each student the opportunity and responsibility for progressing at her own rate.

Provides self-tests after each lesson whereby the student may check her knowledge of the material before taking the post-test.

The post-tests provide an excellent measurement device for the teacher.

Also provide the teacher with the organization and materials to individualize instruction within the classroom setting.

B. Negative Points

Seems to appeal most to the average or above-average student. Lacks appeal for the below average or remedial student.

Often doesn't adequately explain the mathematical operation which it is attempting to teach. Therefore, it requires a sizeable amount of teacher explanation time.

II. Programmed Math

A. Positive Points

Has an appearance which is less threatening than the "typical" math books.

Allows students to work at their own rate.

Students work more on their own so there is less demand for help from the teacher.

Reinforces learning with immediate answers.

Provides a self-test every six pages for students to see if they need help from the teacher.

Provides problem books as supplements for those who have trouble with word problems.

Gets into practical consumer problems which often are forgotten in math.

B. Negative Points

It is very easy to cheat with these books. Many students can't handle this programmed form of learning.

Often goes into such detail that the brighter student will become confused.

Many students seemed to have trouble understanding Book 7 on decimals. A supplementary material was needed for adequate comprehension.

III. Modern Math for Achievement

A. Positive Points

Students seem to like its colorful workbook appearance.

Has definite appeal for the remedial students. It gives them a taste of success and therefore provides the incentive to do more.

Tries to teach in such a way that learning becomes fun.

Provides a test every seven lessons which serves as an evaluation for both teacher and student.

B. Negative Points

The student seems to understand the concepts while working in the books but when tested in a different format often doesn't recognize the same concepts.

IV. Computer

A. Positive Points

It's a math program which generates enthusiasm and excitement for most students and teachers.

Each lesson is individualized for each student.

Gives immediate reinforcement after each response.

Also reinforces learning through repetition.

Forces the student to think fast.

If student is absent she can catch up by doing more than one lesson a day.

A few of the slower students enjoyed working on the computer so much that they looked forward to math class every day. I doubt that this could have been achieved through any other method.

B. Negative Points

For some students the initial enthusiasm is due to the novelty of the computer and tends to wear off after a few lessons.

Makes a few students extremely nervous.

Frustrates the slow thinker with time-outs.

Expense is a major negative factor especially in a small school where it's not used to its fullest potential.

It raises the noise level in the class considerably.

There are occasional technical difficulties.

Our situation had unique scheduling problems. We found it impossible to get every student on the computer every day.

Students worked on other students' lessons. With the math teacher being in the room with the computer only one period a day, this enabled students to take advantage of the situation and try things they ordinarily would not get away with.

Students used the telephone for personal calls (even long distance). Keeping a lock on it all day solved this, but it had to be removed every time the phone was hung up and the connection with the computer broken.

Students figured out that they could do about three problems and then press control and "z" which gave them a short lesson with 100 percent accuracy. This inaccurately improved their averages.

My general objective was to have students show an overall improvement in their math scores. They were pre- and post-tested on the CAT. Students working on the computer were also pre- and post-tested with the Co-op Math Test (Arithmetic). Pre-testing was done before the four-week pilot project began and post-testing was done after twenty classroom hours and/or twenty lessons on the computer.

It was impossible to keep these results from contamination. There was an overlapping of math materials. Most students used the computer as a supplement to one of the other materials. Also, the attitudes and emotional outlooks of the students on the day of testing had an enormous effect on the tests' accuracy, making many of the results invalid.

Student #	Grade	Pre-test CAT (grade level)	Pre-test COMT (50 possible)	Post-test CAT	Post-test COMT
IMP and COMPUTER					
1	9	8.6	24	9.4	32
2	9	9.6	31	10.7	32
3	10	11.8	31	10.4	31
4	10	7.9	22	10.0	30
5	9	8.8	15	10.1	18
PROGRAMMED MATH and COMPUTER					
1	9	7.8	24	10.9	28
2	8	7.6	17	6.8	26
3	8	6.3	6	6.4	7
4	9	8.8	24	10.6	30
5	9	5.0	6	8.2	11
6	8	7.5	11	none	16
PROGRAMMED MATH-NO COMPUTER					
1	9	7.0	----	7.5	----

MODERN MATH FOR ACHIEVEMENT and COMPUTER

Student #	Grade	Pre-test CAT	Pre-test COMT	Post-test CAT	Post-test COMT
1	8	5.3	14	6.6	10
2	9	5.8	13	7.5	8
3	9	6.9	12	6.0 (invalid) no effort	21
4	8	6.0	16	6.4	4

MODERN MATH FOR ACHIEVEMENT-NO COMPUTER

1	9	7.1		7.5
2	9	6.3		5.0 (invalid) no effort

COMPUTER

1	9	22	24

If a project similar to this were to be repeated I would suggest more initial inservice training for the participants where specific expectations and goals would be laid out in detail. Also, have it centered in just one location would be helpful. And, as we mentioned before, a full-time coordinator to assist teachers would be very beneficial for all involved.